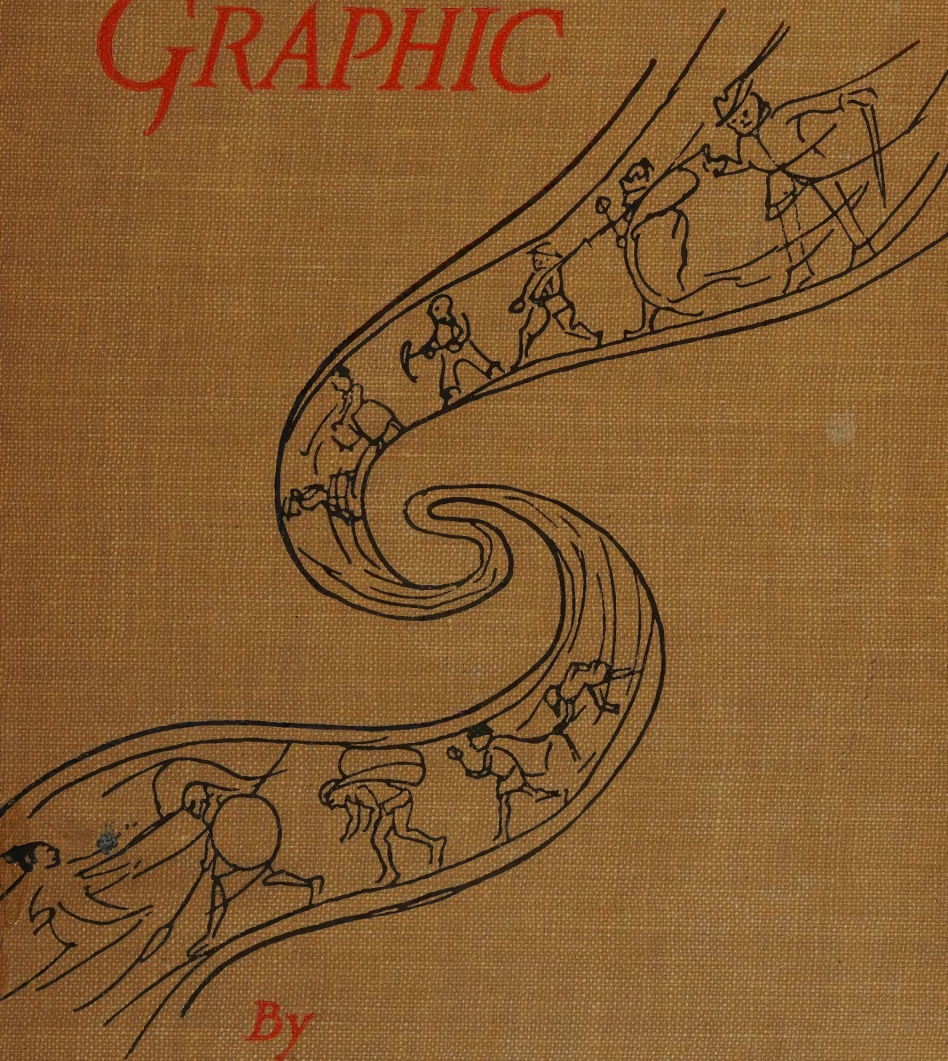
Making History Graphic



By

Daniel C. Knowlton

MAKING HISTORY GRAPHIC

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MAKING HISTORY GRAPHIC

TYPES OF STUDENTS' WORK IN HISTORY

BY

DANIEL C. KNOWLTON

History and Civics, The Lincoln School of Teachers College
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WITH A FOREWORD BY

OTIS W. CALDWELL

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Bacone College
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FOREWORD

One of the sound principles of current education is that no one can get another person's education for him. The teacher can condition the pupil, provide the materials, pry open a box of new ideas, while the student has his intellectual eyes turned in the right direction; but the pupil must capture ideas for himself and find his own means of fastening them to objects within the territory which he already occupies. True, the teacher may strike his opening wedge into hollow and resounding store-cases, and open them with fervor without knowing how empty they are. Both teacher and student may pass to one another hollow words as symbols for ideas that are absent. The true teacher's task is to expose real ideas to the sensitive recording emulsion which an awakened student provides. Then teacher and student may co-operate in developing the deposit of silver or other precious substance, but the student holds the negative and he alone can print his completed picture.

History presents unexcelled opportunities for the types of student work just suggested. Things to be done by the student are constantly appearing to those who can see new things in an old landscape. This book contains samples of such student work. Many of them are in themselves highly instructive. Their best use, however, may be not in themselves but in suggesting to students elsewhere the hundreds of other good ways for giving graphic and lasting meaning to various factors in history.

The book is presented, not as a text in history, nor as a connected study of any one phase or period of history, but as a series of illustrations of ways in which one teacher's students have used historical data and situations in the progress of their studies.

Otis W. Caldwell.

ACKNOWLEDGMENTS

The design for the cover was suggested by William D. Sargent, now a member of the eleventh grade, some of whose work as a member of grade eight may be found on pages 7, 72–73, and 107. Several pieces of work which appear here were developed under the actual classroom teaching of Miss Vera Sanford and Miss Caroline Zachry, members of the Lincoln School staff.

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MAKING HISTORY GRAPHIC

INTRODUCTION

Experimental work in the field of history in the Lincoln School as carried on during the last four years has involved an effort to build a continuous course running through the junior and senior high school. This work has followed in the main the recommendations in the report of the new Committee of Eight, which concluded its work in 1921. Thought has been directed to the educational values inherent in history as a separate subject, as compared with the values of social studies when regarded as a single unit of instruction. Beginning with Grades Seven and Eight the work has been in world history. This has been followed by modern history in Grade Ten, and by American history with emphasis upon more recent developments in Grade Eleven. The work done in these years is directed toward a continuous, developing conception of history and its value in the various relations of life.

In attempting to select and organize the curriculum material it has been found exceedingly difficult, usually impossible, to divorce content and method. This is perhaps as it should be. The selection of particular material has often been determined as much by the method to be used as by the inherent informational or utilitarian value of the material itself. A constant appraisal of method has thus accompanied the study of the content itself for its historical or social purposes.

A study of the topics and sources available in the field of history reveals a large body of material possessing undoubted value on the informational side. Such data have been found to possess an even greater value as they de-

mand from the student an approach, a special method of attack, a method of study, which unfolds or should unfold with the development of the subject. The essential outstanding element in this aspect of the subject-matter is the ability or power to see again men and times remote from the student, re-living with them their experiences and reconstructing, each for himself, their lives and environment. The difficulties involved in such a process, so far as younger students are concerned, are in the nature of the contact which is made with this remote past. If it involves but a comprehension of externals, of human beings and their physical environment, it is elementary in character; if it extends to an appreciation of their inmost thoughts and feelings it involves a more mature and scholarly method of instruction. In the present experimentation the method appropriate to the subject-matter has been determined more or less by the extent to which children of the ages concerned find it possible to penetrate the inmost recesses of these remote periods. The old principle of passing from what is concrete and simple to that which is more abstract and remote is applicable here.

Some of the by-products—if by-products they are—of these efforts to evolve a content in terms of both subject-matter and method are found within these pages. They represent very definite appeals to the developing boy or girl to re-see and to re-live the past as the most fundamental step toward an appreciation of the real value of history. This method is used, beginning with the earliest work done in Grade Seven. No examples of work in this grade appear here because the teacher has taught only one seventh-grade class. A class does not immediately respond to this type of work. This is because they have been so accustomed to regard the work done in history as formal text-book work. The teacher has probably so conceived it, and consequently the work of a history class differs but little from that done in other classes in which the attention is focussed upon an analysis of the text, and the instructor leads a discussion based upon such an analysis. Analysis still plays its part in the work suggested here but it is a more genuine appraisal, and one which is carried on in terms of the sub-

ject which is being analyzed. The main problem is to get a pupil to see these things for himself as real pictures, expressed in unconventional fashion, in ways which are real to the student himself. We all see and appropriate as a part of our mental and social equipment much more through the eye than we are inclined to credit to this source. It is this "eye-way" or approach which offers the teacher of history one of the most satisfactory and powerful means of making the subject of history understood by the student. It is interesting to note that teachers of history in England have recently been experimenting with this same method. Among the most stimulating books of this type are Miss Madeley's "History as a School for Citizenship," Stevens's "Handwork in Industrial History," and the "Romance of British Industry Series," to say nothing of the pioneer book of this type, Keatinge's "Studies in the Teaching of History," which appeared in 1909.

These specimens of pupils' work have been brought together in order that other teachers of history throughout the country may be stimulated to improve their instruction, and to evolve better curriculum materials in history by giving their students this same opportunity to present the results of their study in this form. The inevitable result of such work should be the reorganization of present materials of instruction as teachers come to see more clearly the topics which elicit the best work of this character. It should mean a demand for better types of history which the teacher, and particularly the text-book writer, must heed, thereby marking a long step toward the effective teaching of history in the schools.

The types of work which follow have been roughly grouped under five headings. This grouping is based primarily upon the various ways in which students have responded to the problems set rather than upon the type of problem or exercise. The student has been encouraged first to assemble his facts in a discriminating fashion, and then to give them his own interpretation. The form in which the student shall submit his answer to the problem depends largely upon his own choice. He is constantly being urged to see events for himself and to express the result as a picture, diagram

or graphic portrayal of the facts, if it is possible for him to see them in this fashion.

A careful comparison of the work submitted by various grades will reveal certain outstanding characteristics of the work as the students progress from grade to grade. In a few cases illustrations will be found of the work of the same student in different grades. An attempt has been made to portray the work of a great many students rather than to select the work of a few who might exemplify the best work of this character.

This type of work has been encouraged over a period of about three years, and it has been interesting to note the effect of work of such a character as that on page 7 on the rest of the group. The classes with one exception have not exceeded twenty to twenty-five in number. One class consisted of thirty-six pupils. The results have in no sense been dependent upon the numbers involved. The teacher has been embarrassed by the large collection which he has accumulated, but has made a selection which he trusts will represent adequately what these pupils have done. There is not a single one who has not been influenced by this type of work to the point where he has sought to make his own results equally realistic and effective.

GROUP I

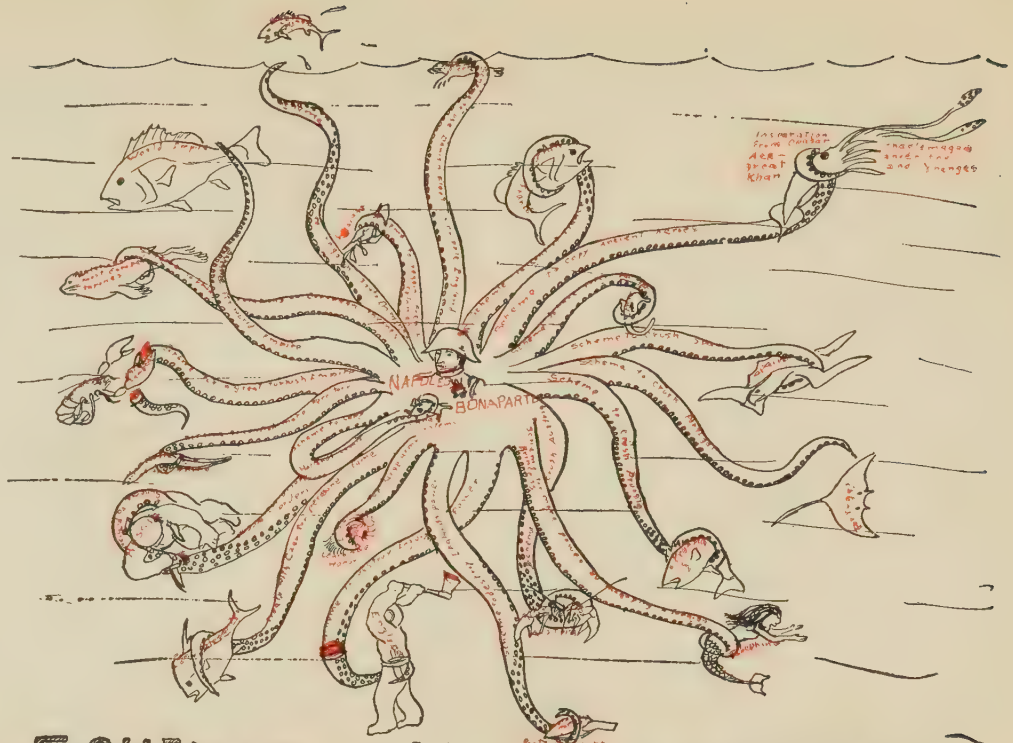
THE CARTOON OR PICTURE TYPE

With many pupils the cartoon or picture is the favorite form of expression. The illustrations which follow show the range of work of this type. The image may have been called forth as the result of a remark by the teacher, a rude blackboard sketch, or an allusion in the text-book. Sometimes the result is a single picture, fairly simple in conception and in execution, or again it may take the form of a complicated drawing exhibiting a great wealth of detail. Sometimes the changes are visualized as a series of pictures, or as a "before" and "after" the particular epoch-making event or events characterized. Other subjects in the curriculum are not without their influence upon the student's interpretation as illustrated on page 21. Idealistic interpretations are intermingled with those of a more realistic nature. There is always a keen sense of the dramatic elements involved in a given situation. These seem to be readily grasped and are often made the basis of the portrayal. In some cases only a bit of the narrative is singled out for emphasis; in other cases no detail has apparently been overlooked or neglected by the student. The capacity of the student to grasp significant details and evaluate these is shown here in striking fashion. When confronted by an exercise of this kind it seems to be easier for him to realize his own shortcomings than in connection with exercises or tests of a more formal character.

SCHEMES OF NAPOLEON

An eighth-grade exercise suggested by the instructor's remark that Napoleon's schemes were far-reaching in character and that he might be likened to an octopus or to a spider. The Napoleonic octopus has some of the fish well within his toils, whereas other have either escaped him or are making things rather uncomfortable for his tentacles.

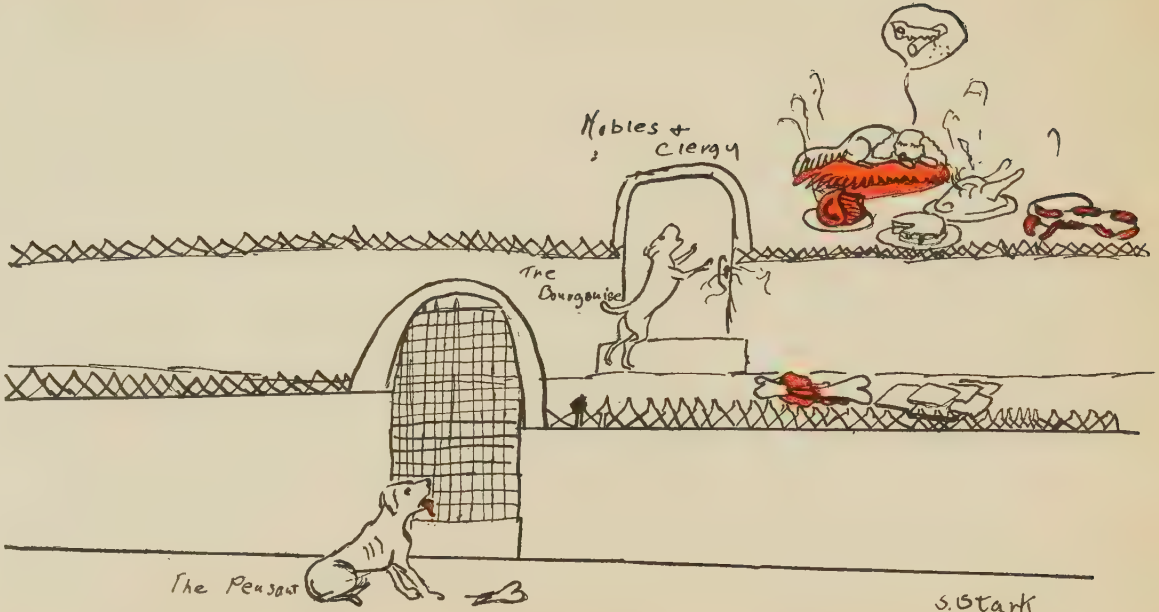
Each of the tentacles represents a definite scheme. The tentacles in order with the fish or other sea denizens which they are seeking to bring within their grasp are as follows, starting with the tentacle immediately above Napoleon's head and proceeding toward the left: "Scheme to use Danish fleet to cripple England—Danish fleet; Scheme to regain French colonies—Louisiana; Scheme to regain Santo Domingo—Santo Domingo; Scheme to place relations on European thrones—Relations on most European thrones; Scheme for world empire—World empire; Scheme for a great Turkish Empire—Turkey, Egyptian campaign; Scheme to control more territory—Confederation of the Rhine; Scheme to copy Holland's canals—Canal systems; Scheme to punish Russia for disobeying orders—Russia; Treaty with Czar for personal fame—Czar Alexander; Scheme for large army—Legion of Honor; Scheme to destroy England's power—England; Scheme to destroy England's power—European Powers, Ports of Europe closed to England" (Note that there are two tentacles for England); "Scheme to crush Austria—Austria; Scheme for more power by marrying a foreign princess—Josephine; Scheme to crush Prussia—Prussia; Scheme to crush Portugal—Portugal; Scheme to crush Spain—Spain; Scheme to have Pope's backing—Pope; Scheme to copy ancient heroes—Inspiration from Cæsar, Charlemagne, Alexander the Great, and Yhenges (Jenghis) Khan; Scheme to control France—France."


NAPOLEON
BONAPARTE
SCHEMES OF NAPOLEON

CONDITIONS IN FRANCE WHEN LOUIS XVI CAME TO THE THRONE

An attempt by a tenth-grade student to represent the privileges enjoyed by the nobles and clergy and the relation of the bourgeois and the peasant to the situation. Suggested by an exercise calling for some appraisal (in any form selected by the student) of the conditions which confronted Louis XVI when he came to the throne and which ultimately made for revolution.

Conditions in France
When Louis ~~XVI~~ came to ~~throne~~



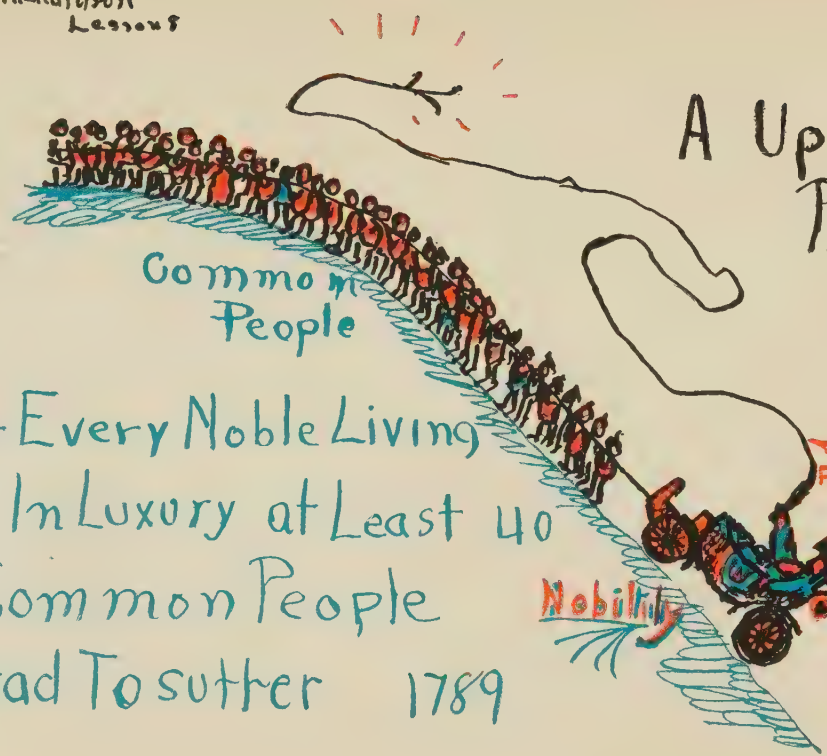
AN UP-HILL PROPOSITION FOR THE PEOPLE

Suggested by the statement accompanying the drawing and found in the text-book. Based upon an exercise calling for the representation in some graphic way of some one or more of the significant facts associated with the causes of the French Revolution. The work of a tenth-grade student who found it difficult to talk or write at any length on any history topic.

C Richardson
Lessons

13 optional
Problem

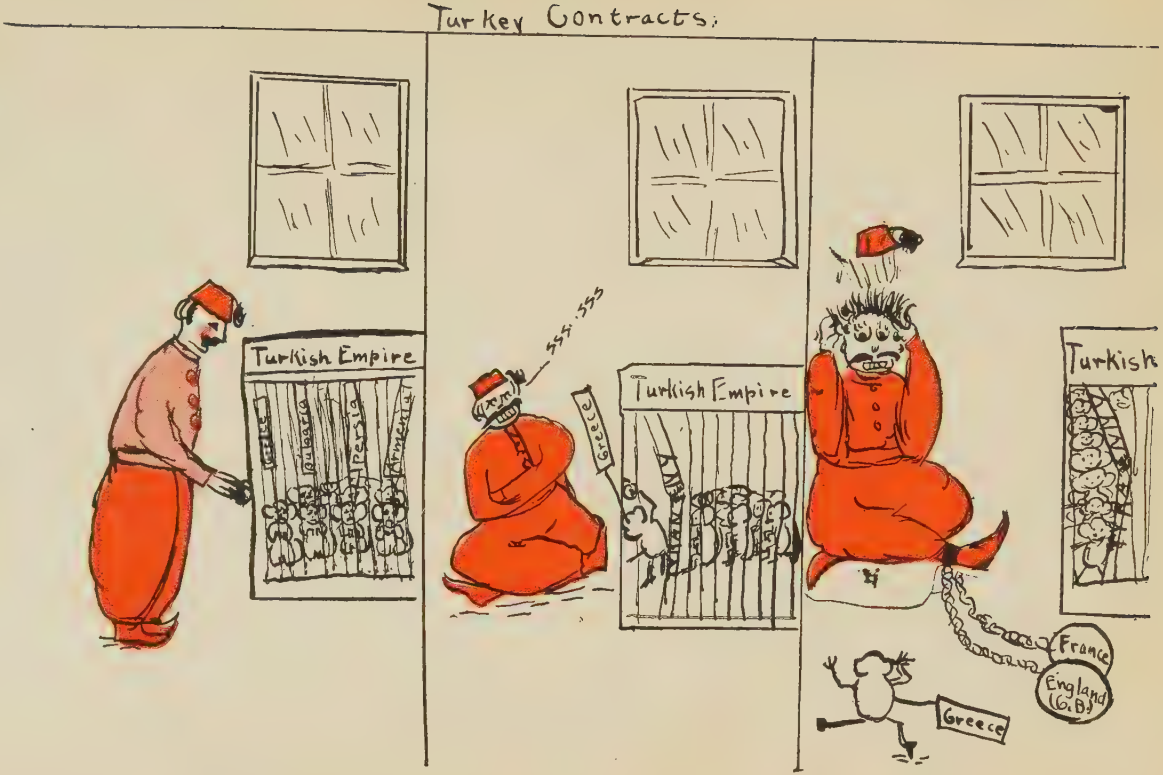
A Up Hill Proposition For The People Of France.



For Every Noble Living In Luxury at Least 40 Common People Had To sutter 1789

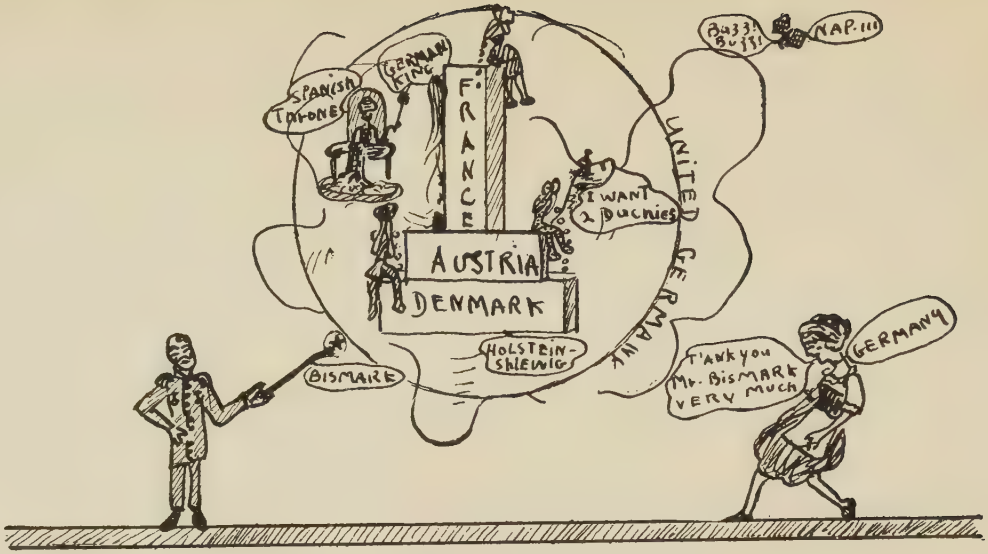
TURKEY CONTRACTS

The work of an eighth-grade girl, submitted in connection with the study of the period of nation-making which marked world developments between 1830 and 1900. The class was asked to represent, with the aid of an outline map or in some other graphic fashion, some of the new nations which made their appearance between 1830 and 1900, with some suggestion as to what they were created from or the conditions which gave them birth. Another solution of the problem will be found under Group III, page 75.


Turkey Contracts.
Turkish Empire
Servia
Bulgaria
Albania
Greece
Turkish Empire
Greece
France
England (G.B.)
Turkish

THE MAGICIAN

By a tenth-grade girl. Problem: "To show in some graphic way the steps in the evolution or making of the German Empire." The map was suggested and the formal diagram, but the student in this case preferred to draw a cartoon.



THE MAGICIAN

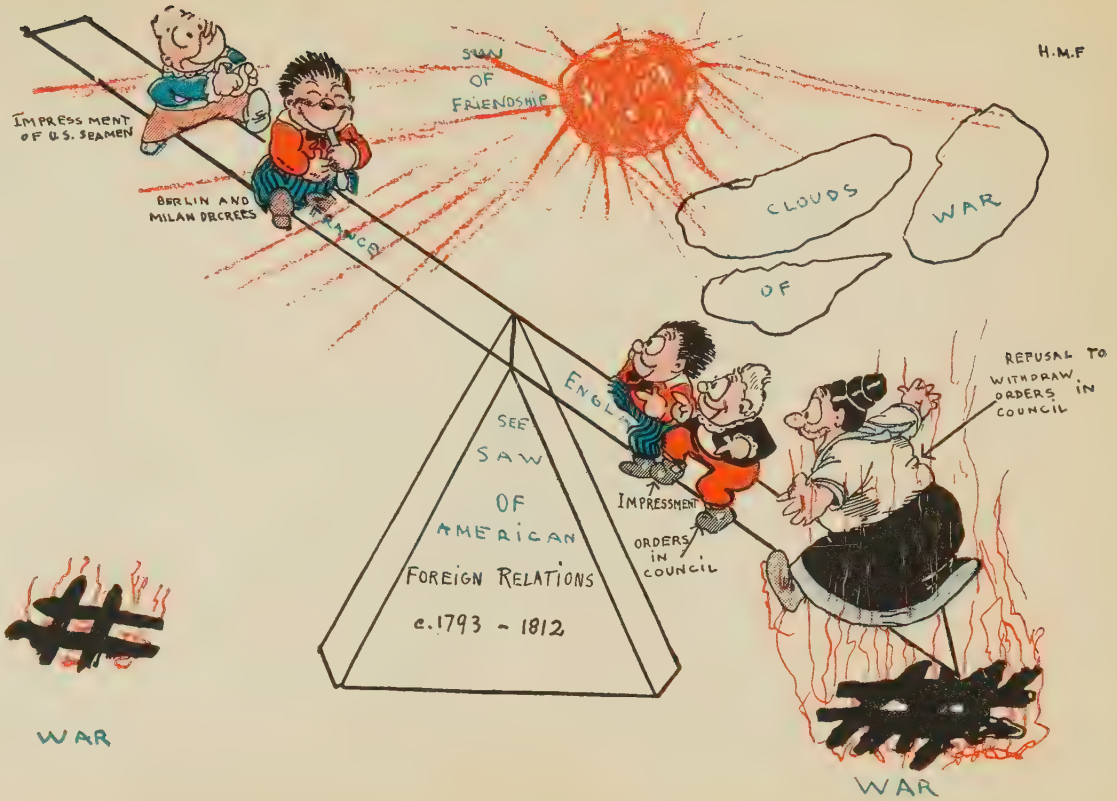
THE SEE-SAW OF AMERICAN POLITICS

(ELEVENTH GRADE)

This cartoon and that on page 22 are by the same student, who possessed little natural aptitude for drawing but in this case has called the familiar Katzenjammer family to his assistance. His natural proficiency is illustrated in the drawing of the birds in the other picture. The first cartoon shows the way in which America was poised between two fires, war with England, and war with France, until certain acts of the British prompted a declaration of war. There seems to be an intimate connection between the see-saw and meteorological disturbances!

Note under Group III, page 83, another representation of the same problem.

The figures of the Katzenjammer family are used by permission of King Features Syndicate.


H.M.F
IMPRESSMENT OF U.S. SEAMEN
BERLIN AND MILAN DECREES
FRANCE
SUN OF FRIENDSHIP
CLOUDS OF WAR
ENGLAND
REFUSAL TO WITHDRAW ORDERS IN COUNCIL
IMPRESSMENT
ORDERS IN COUNCIL
SEE SAW OF AMERICAN FOREIGN RELATIONS c.1793 - 1812
WAR
WAR

TOO MANY COOKS, ETC.

By a tenth-grade boy. The assignment was to present the situation in the Far East from the standpoint of the nations which were interested and the nature of the interest in each case. It was suggested that a brief analysis might be prepared covering the nations involved and their particular interests. The student has apparently sought out the ways in which these countries are usually represented by contemporary cartoonists and has adapted these to fit the problem.

The cartoon represents the United States as contributing trade (Perry's visit), and Russia, railroads. England uses a spoon labelled "trade in India," Russia one labelled, "Colonization of Siberia," and France, one labelled, "Colonization of Indo-China."

Too Many Cooks Spoil The Broth.

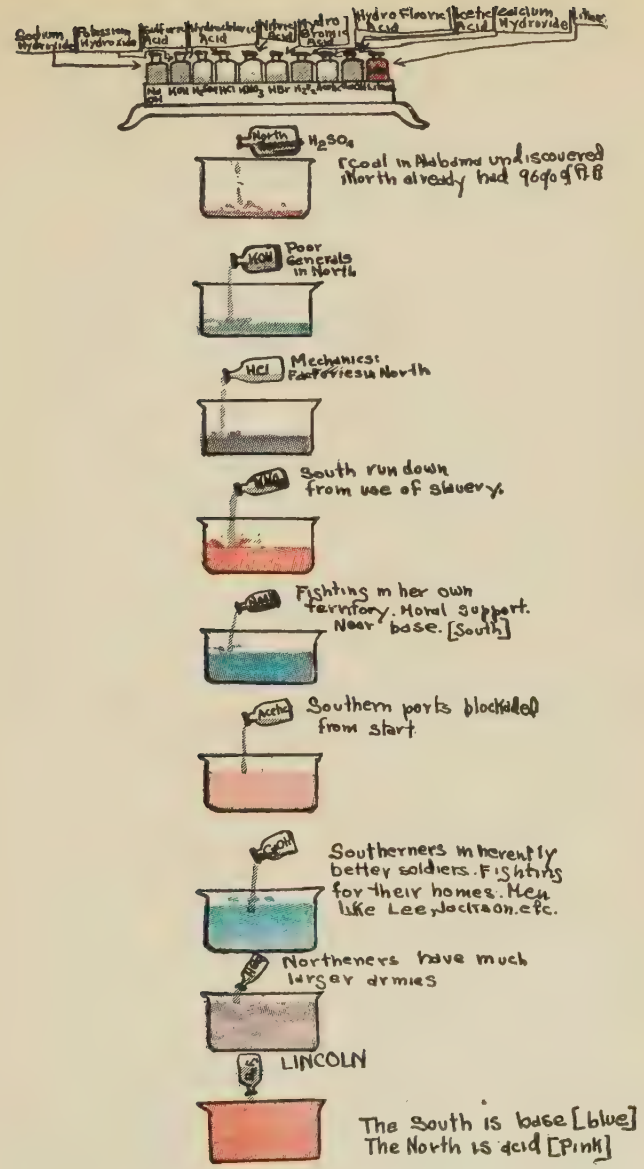
Talbot Smith.

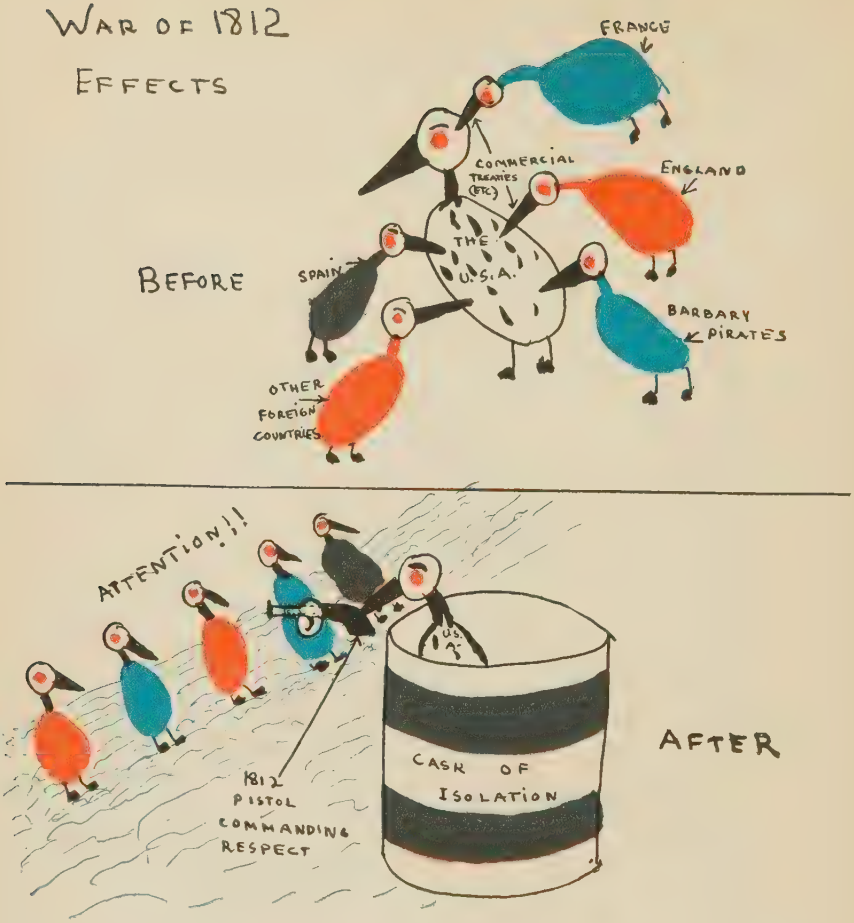
COMPARISON OF THE NORTH AND SOUTH AT THE BEGINNING OF THE CIVIL WAR

(ELEVENTH GRADE)

Of special interest as one of the few responses to this type of work by its author whose primary interests seemed to be in the field of science. Hastily done, but not without significance.

The bottles with their labels as arranged at the top of the page from left to right are Sodium Hydroxide, NaOH, Potassium Hydroxide, KOH, Sulfuric Acid, H_2SO_4, Hydrochloric Acid, HCl, Nitric Acid, HNO_3, Hydro Bromic Acid, HBr, Hydro Fluoric Acid, H_2F_2, Calcium Hydroxide, $Ca(OH)_2$, Acetic Acid, and Litmus. The first bottle used is H_2SO_4. Then follow in order KOH, HCl, HNO_3, NaOH, Acetic, $Ca(OH)_2$, HBr, H_2F_2.


Sodium Hydroxide
Potassium Hydro Oxide
Sulfuric Acid
Hydrochloric Acid
Nitric Acid
Hydro Bromic Acid
Hydro Fluoric Acid
Acetic Acid
Calcium Hydroxide
Ether
NaOH
KOH
HCl
HBr
North
H_2SO_4
Coal in Alabama undiscovered North already had 96% of R.R
Poor Generals in North
Mechanics: Factories in North
South run down from use of slavery.
Fighting in her own territory. Moral support. Near base. [South]
Southern ports blockaded from start
Southerners inherently better soldiers. Fighting for their homes. Men like Lee, Jackson, etc.
Northerners have much larger armies
LINCOLN
The South is base [blue]
The North is acid [Pink]



WAR OF 1812 AND ITS EFFECTS

(ELEVENTH GRADE)

The American bird no longer submits to being plucked after the war is over.

THE INFLUENCE OF THE OLD WORLD UPON THE NEW

By an eighth-grade girl. Motivated by an exercise done a few years before in which the various events happening in Europe and influencing the discovery, exploration, and earliest attempts at settlement were represented as arrows pointing toward a map of North and South America. As the broth spills over it forms the new world. The various ingredients which went into its making were suggested by such stories as "How the Pope Lost His Power," "Calvin and the Spread of Opposition to the Pope," etc., which appeared in the text-book. (See two pages following.)

THE INFLUENCE OF THE OLD WORLD ON THE NEW.

THE INFLUENCE OF
THE OLD WORLD
ON THE NEW
WARS
QUAKERISM
CAVALIERS
CALVINISM
LUTHERISM
LANGUAGES
FRENCH
ENGLISH
SPANISH
ETC
LITERATURE
LAW
RELIGOUS LAW
LANDHOLDING
ETC.
PURITANISM
NEW WORLD
Sarah Sargent

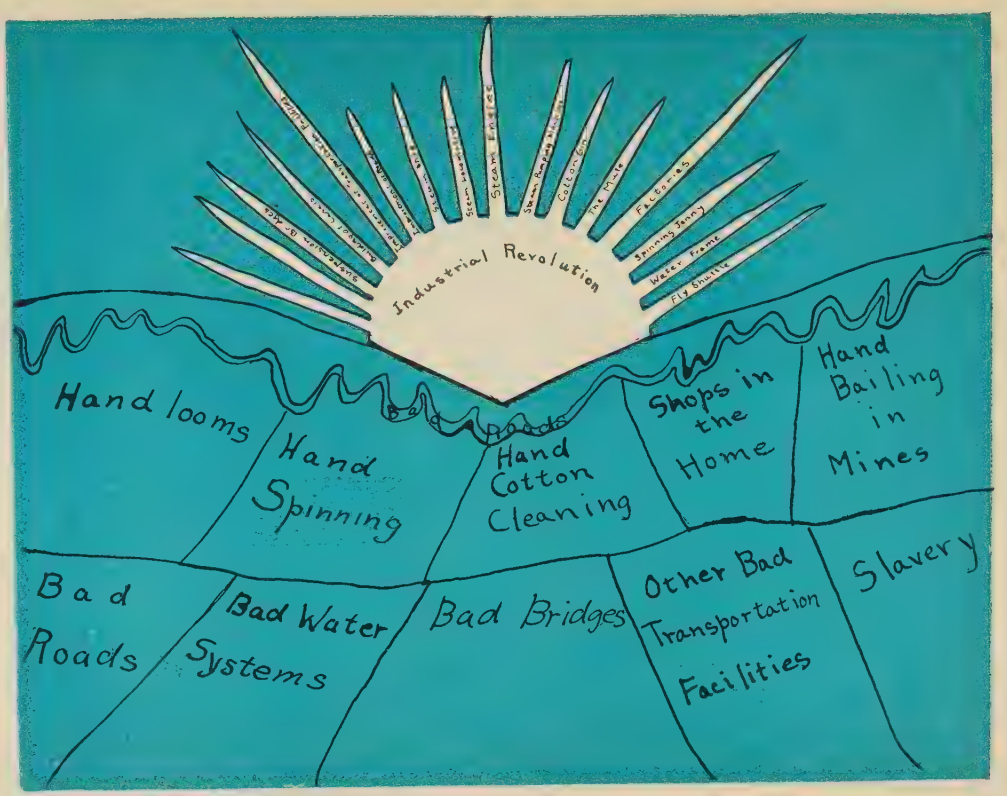
AUSTRIA, 1815–1871

By a tenth-grade girl. The steps in the formation of the Austro-Hungarian or Dual Monarchy have been shown in this series of thumb-nail sketches. The figure to the left in the first two scenes is Prussia, that to the right, Austria. Prussia says in the first scene: "I shall be your leader"; Austria, "Let me rule you." From the German states below come such responses as "Rey Prussia," "Austria!" In the last two scenes the figure at the left is Austria, that at the right, Hungary. Austria is saying to Hungary: "When you are mine and I am thine, then Austria and Hungary shall be yours and mine." In the final scene they are surrounded by Poles, Germans, Magyars, Rumanians, Ruthenians, Italians, Slovaks, Slovenes, and Czechs.

AUSTRIA 1715 - 1772
I shall be your LEADER
Rule you
German States
When you are mine and I am Thine
you're mine
Austria
Poles
Hungary
Italians
Slovaks
Slavines
Germans
Rumanians
Czechs
Magyars
Ruthenians

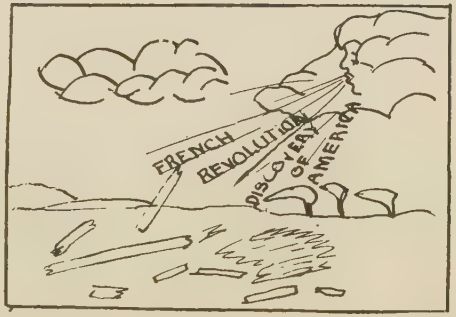
THE INDUSTRIAL REVOLUTION

The responses of three students—eighth grade—to the problem of indicating in some graphic way the nature and the results of the Revolution. The rising sun was the work of a girl; the cyclone, and the egg, of two boys. The text-book from which the account was drawn was Botsford: "Brief History of the World," Chapter XXVII. This fact helps explain many of the allusions found in the pictures. (See three pages following.)

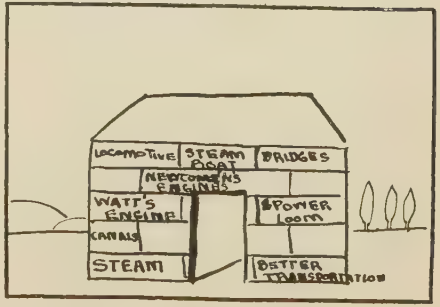

Industrial Revolution
Steam Engine
Cotton Gin
Spinning Jenny
Water Frame
Fly Shuttle
Hand looms
Hand Spinning
Hand Cotton Cleaning
Shops in the Home
Hand Bailing in Mines
Bad Roads
Bad Water Systems
Bad Bridges
Other Bad Transportation Facilities
Slavery

A PICTURE STORY
OF THE INDUSTRIAL REVOLUTION
IN THREE PARTS
ENTITLED
"THE CYCLONE"

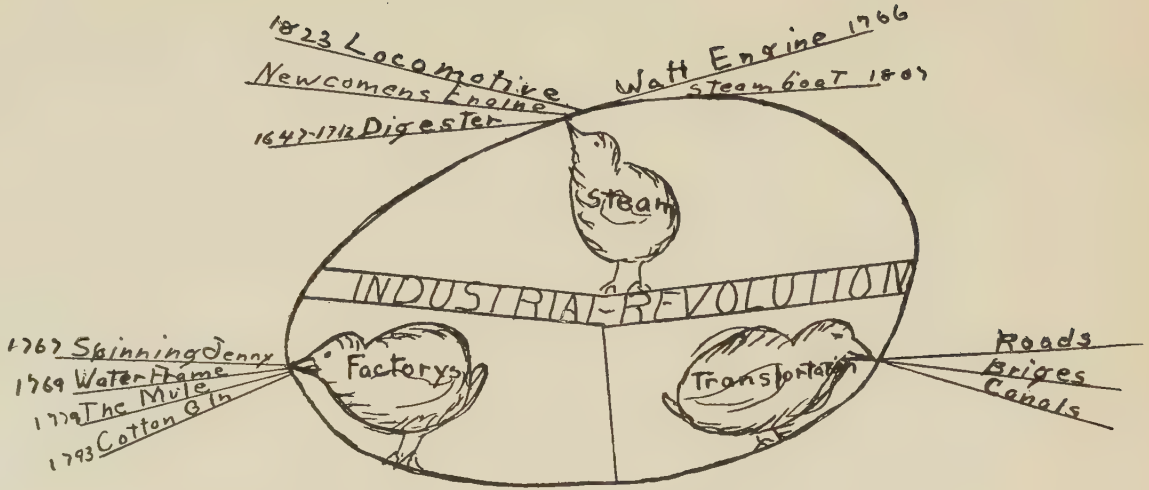
BEFORE THE CYCLONE
The old home



THE CYCLONE



AFTER THE CYCLONE
The New House


1823 Locomotive
Newcomens Engine
1642-1712 Digester
Watt Engine 1766
Steam Boat 1807
Steam
INDUSTRIAL REVOLUTION
1767 Spinning Jenny
1769 Water Frame
1779 The Mule
1793 Cotton Gin
Factorys
Transportation
Roads
Briges
Canals

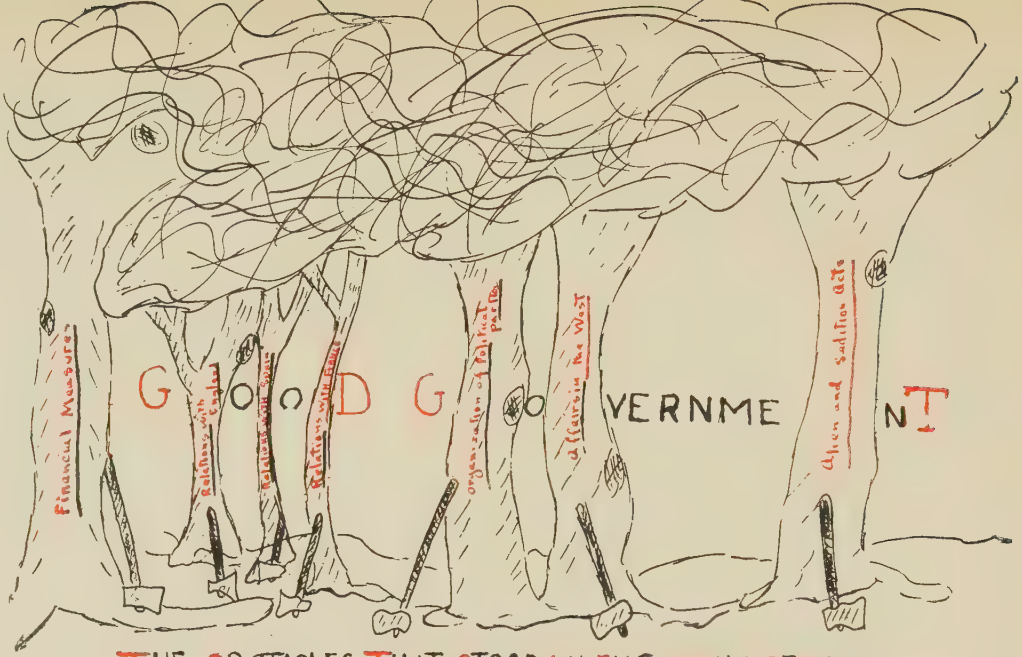
1760 — 1830

OBSTACLES TO GOOD GOVERNMENT

Interesting and suggestive as the work of an eleventh-grade girl who suddenly blossomed out with this exercise as her answer to the problem which she has stated below the picture. She has pictured not only the trees, but the "axes laid at their foot." The key which follows accompanied the drawing.

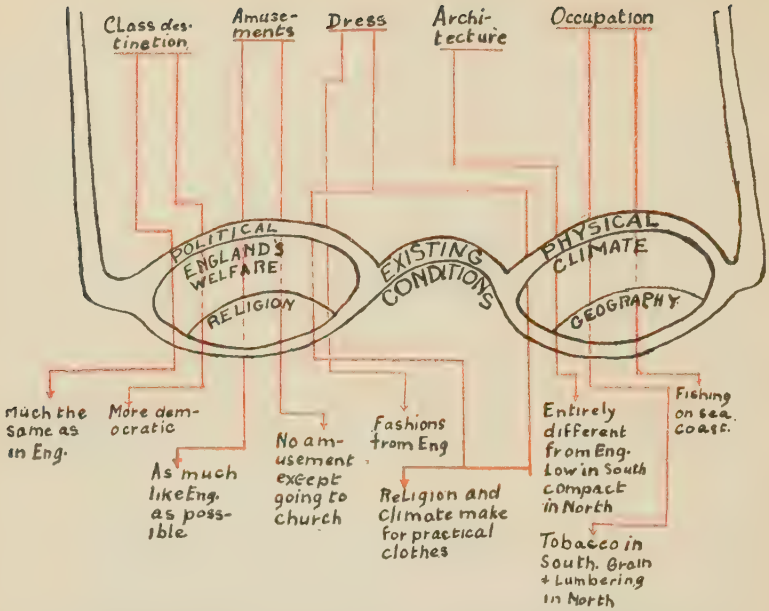
1. Character and ability of Hamilton, State debts to be assumed by United States Government, the Excise Tax 1791, the National Bank.
2. The Jay Treaty, 1794.
3. The Pinckney Treaty, 1795.
4. The Treaty of Alliance, 1778, the Treaty of 1800.
5. The Federalists and the Republicans.
6. Whiskey Rebellion stopped by army raised by Washington. English in northwest stopped by Jay Treaty, Spanish in southwest stopped by the Pinckney Treaty.
7. Virginia and Kentucky Resolutions.

Black is used to underscore the events peculiar to Washington's administrations, red for those in Adams's term. The numbers supplied in the key also appeared on the axes in the original drawing. These were numbered from left to right.



THE OBSTACLES THAT STOOD IN THE WAY OF GOOD GOVERNMENT IN THE ADMINISTRATIONS OF WASHINGTON AND ADAMS AND HOW THEY OVERCAME THOSE OBSTACLES

E.W. Ovenstreet



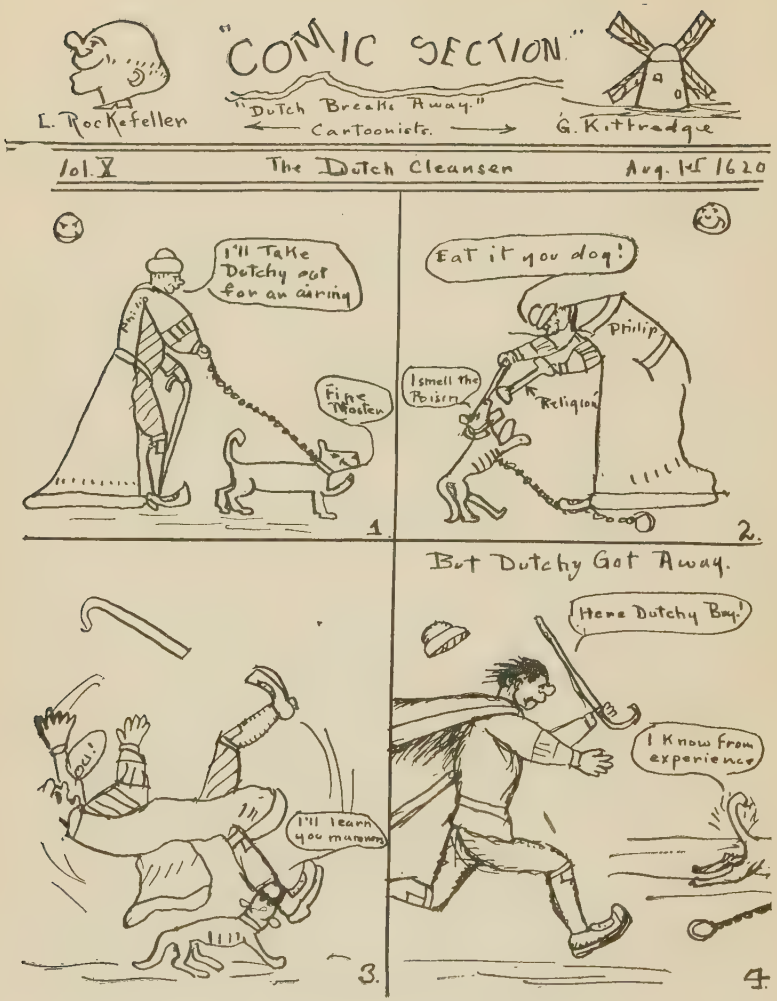
THE AMERICAN MODE OF LIVING WAS BUILT UP OF ENGLISH LIFE 'SEEN THROUGH' CONDITIONS EXISTING IN THE NEW WORLD

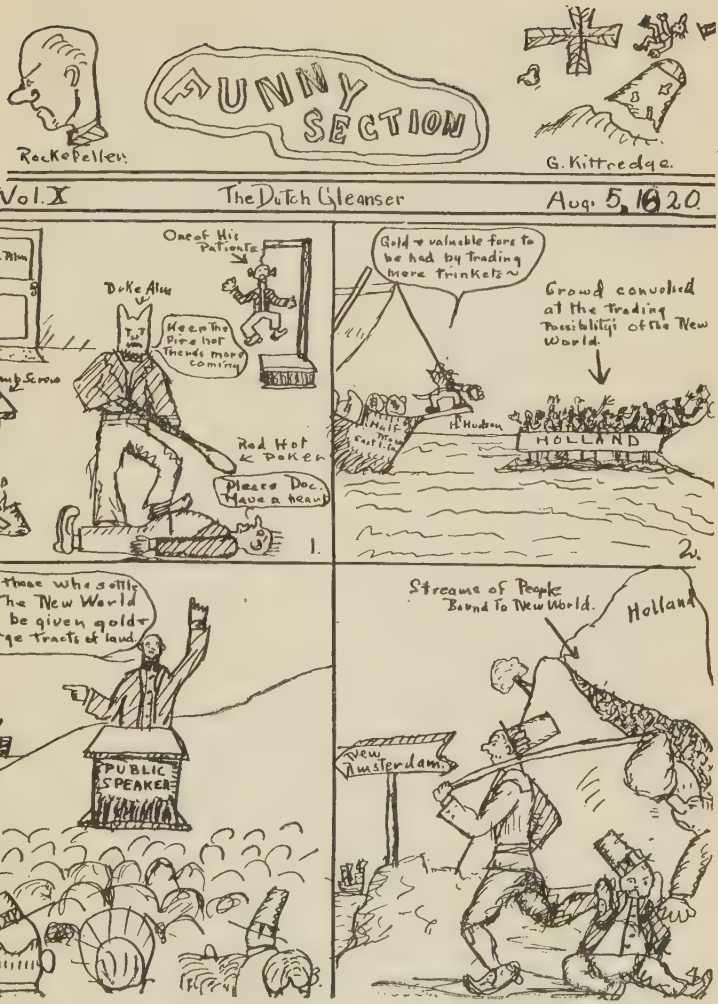
THE AMERICAN MODE OF LIVING, ETC.

By an eleventh-grade girl. The problem set was: "How far did the life of the colonists in America differ, if at all, from that which they had left behind them in England?" Note that it is of a more advanced type than that which gave rise to the eighth-grade descriptions on pages 138–145, portraying colonial life with its English background. In most cases this problem was submitted in the form of a brief in which the student sought to maintain that life was, or was not, essentially different from that which characterized the English ancestors of our colonial stock. The text-book used was Muzzey: "American History," pages 60–68.

THE DUTCH CLEANSER

The story of the struggle for Dutch independence and the trading and colonial operations which accompanied their rise to a position of world importance as two eighth-grade boys working together saw it. It was suggested that the class select the principal scenes in the story and make them the basis of a dramatization. These boys preferred to present it as a series of cartoons. (See two pages following.)


"COMIC SECTION"
"Dutch Breaks Away"
Cartoonists.
L. Rockefeller
G. Kittredge
Vol. X
The Dutch Cleansen
Aug. 1st 1620
I'll Take Dutchy out for an airing
Fine Weather
1.
Eat it you dog!
Philip
I smell the Poison
Religion
2.
But Dutchy Got Away.
Here Dutchy Boy!
I Know from experience
I'll learn you manners
3.
4.


Rockefeller
FUNNY SECTION
G. Kittredge.
Vol. X
The Dutch Gleanser
Aug. 5, 1920.
Dr. Alum
Duke Alum
One of His Patients
Keep the Fire hot Friends more coming
Thumb Screw
Red Hot Poker
Please Doc. Have a heart
1.
Gold & valuable furs to be had by Trading more trinkets
Crowd convulsed at the trading possibilities of the New World.
Hudson
HOLLAND
2.
All those who settle in The New World will be given gold & large tracts of land.
PUBLIC SPEAKER
Streams of People Bound To New World.
Holland
New Amsterdam

THE COMPROMISE OF 1850

By an eleventh-grade girl, the author of the cartoon on page 27.

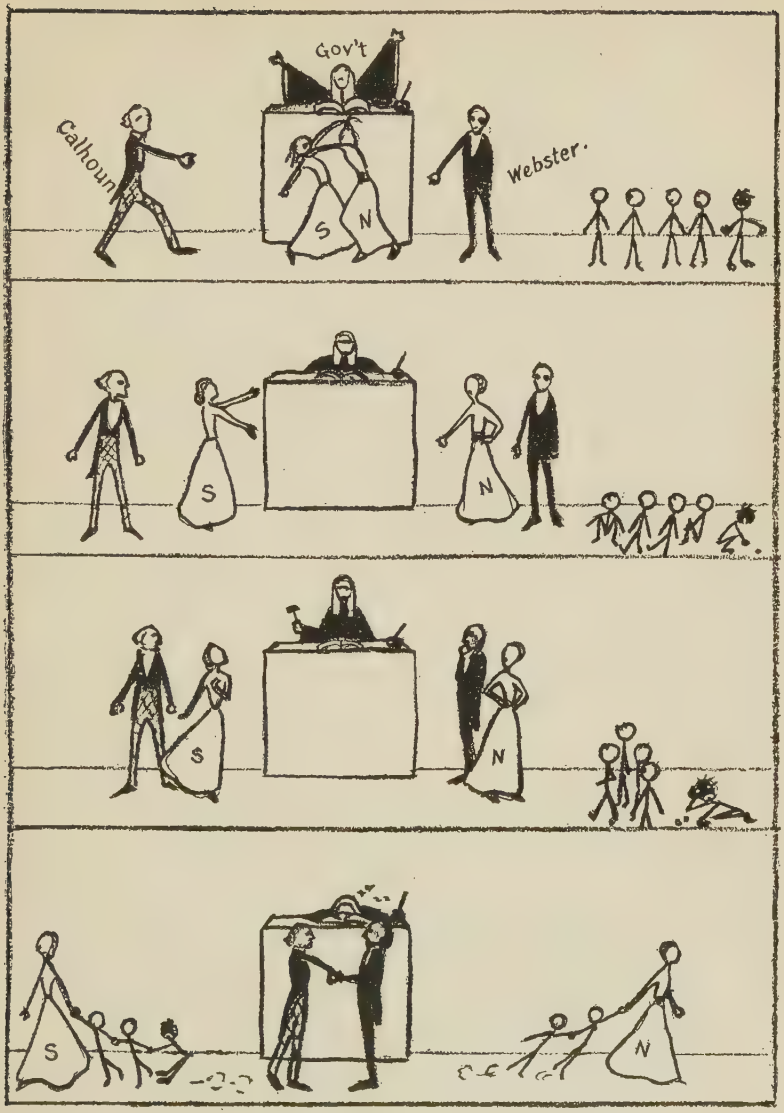
The figures are the same in each picture. Government sits as the presiding judge with the Constitution open before him. In the first scene the South (S) says: "I *will* have justice!" The North (N) says: "You shall *not* have the new territories or use of slaves." Calhoun is made to say: "My dear South, use discretion!" Webster comments: "See to what end cometh covetousness." California, New Mexico, Texas, and the District of Columbia are represented as children awaiting the judge's decision. The colored "chile" is called "Fugitive Slave."

In the second scene the judge says: "Now that the ladies have subsided, we will hear each side of the question." The South says: "I demand justice!! I want (1) California organized as a territory admitting slavery, (2) New Mexico with slavery at least below 36° 30′, (3) Texas with boundaries as Texan Republic claimed in 1836, (4) District of Columbia with slavery, (5) no jury trial for fugitive slaves." The North says: "I want (1) the immediate admission of California as a *free* state, (2) the application of the Wilmot Proviso in New Mexico, (3) a reduction in the size of Texas, no money compensation, and abolition of slavery, (4) abolition of slavery in the District of Columbia, (5) jury trial for every fugitive slave." Calhoun pleads his case as follows: "These two ladies are important members of a union. If my client does not receive justice she will secede. This will be the disaster of the union. I appeal to Miss North to give my client equal rights in the organization of these territories." Webster's comment is: "They're both right. Of course my client more so. There ought to be a compromise."

In the third scene the judge renders his decision: "Having heard both sides, I now pronounce the sentence! (1) California shall be admitted into the Union as a free State. (2) Slavery shall be permitted in New Mexico. (3) The area of Texas shall be reduced, part of it being ceded to New Mexico. $10,000,000 shall be paid to Texas, and slavery shall be permitted. (4) Slave trade shall be abolished in the District of Columbia. (5) A fugitive slave will not be allowed a trial and the entire Union will co-operate in sending a fugitive slave back to his master."

In the last scene the North says: "Of course that woman thinks she's won. She has a lot to learn. *I've* won on the two most important points." The South says: "This is too good to be true. I have *3* and *she* only has *2* and one of them's about a mile square." Calhoun says: "Well! Well! Danny! Let's hope those women will be happy for a while!" To which Webster replies: "I very much doubt it, but here's hopin' for the best!"

The Compromise of 1850



A BADGE A MONK MIGHT WEAR

(EIGHTH GRADE)

One of a series of artistic efforts in response to a problem set for the whole class. They had been reading the story of Loyola's services to the Pope in the critical days when his power was slipping from him. Loyola and Philip II had been presented as two of his "champions." They were asked to design a badge appropriate for Loyola and his Jesuit followers. Note the design and the use of color.

A BADGE A Monk Might
have Worn in Luther's
Time

GROUP II

THE DIAGRAM

To many students the more formal diagram makes a strong appeal as a satisfactory method of analyzing important situations and indicating relationships. Sometimes it may be accompanied by pictorial features as on page 65. The influence of mechanical drawing and of the study of mathematics upon the student may be traced in some of the work found here. For example, the graph in its various forms is often utilized as the result of the teaching of the graph in the junior high school grades. In some cases work of this kind precedes, in others it follows, that of the type shown in Group I. A student may never respond to anything more "informal" than the block or bar diagram or circle. A few strokes on the blackboard, a square or two connected by lines are often sufficient to encourage the student himself to attempt something of the kind.

RELATION OF KING AND PARLIAMENT

A tenth-grade problem submitted to the class in the following form:

"Represent the King's power and that of Parliament by two squares, 'K,' 'P.' If possible, make three combinations or arrangements of these squares to show what had taken place in their relations one to the other in the period between 1603 and 1750." (See four pages following.)

Gordon Gould

Oct 29/923

1. King — 1200

2. King → Parliament — 1600

3. King → Cabinet → Parliament — 1688 William I

4. King → Prime Minister → Cabinet → Parliament — 1721 Georg I

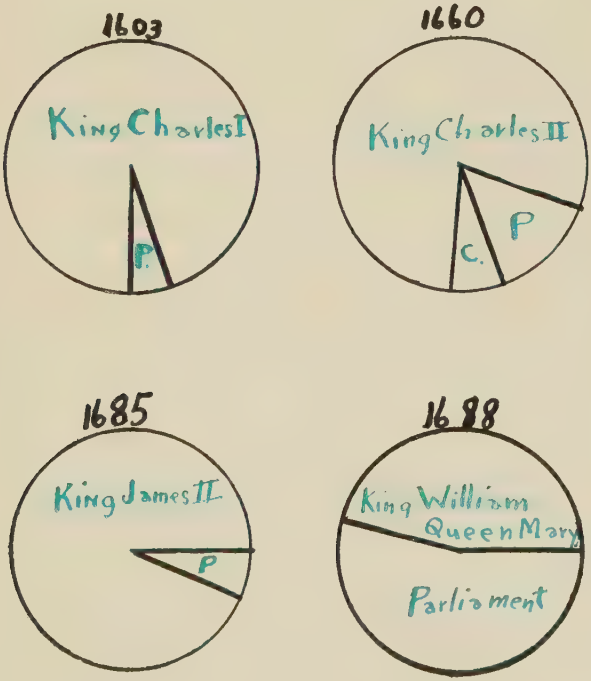
Head of the Party in Power

Chosen by Prime Minister

Elected by the People

The Circle of the English Government and How it Changed

Arthur BullowA



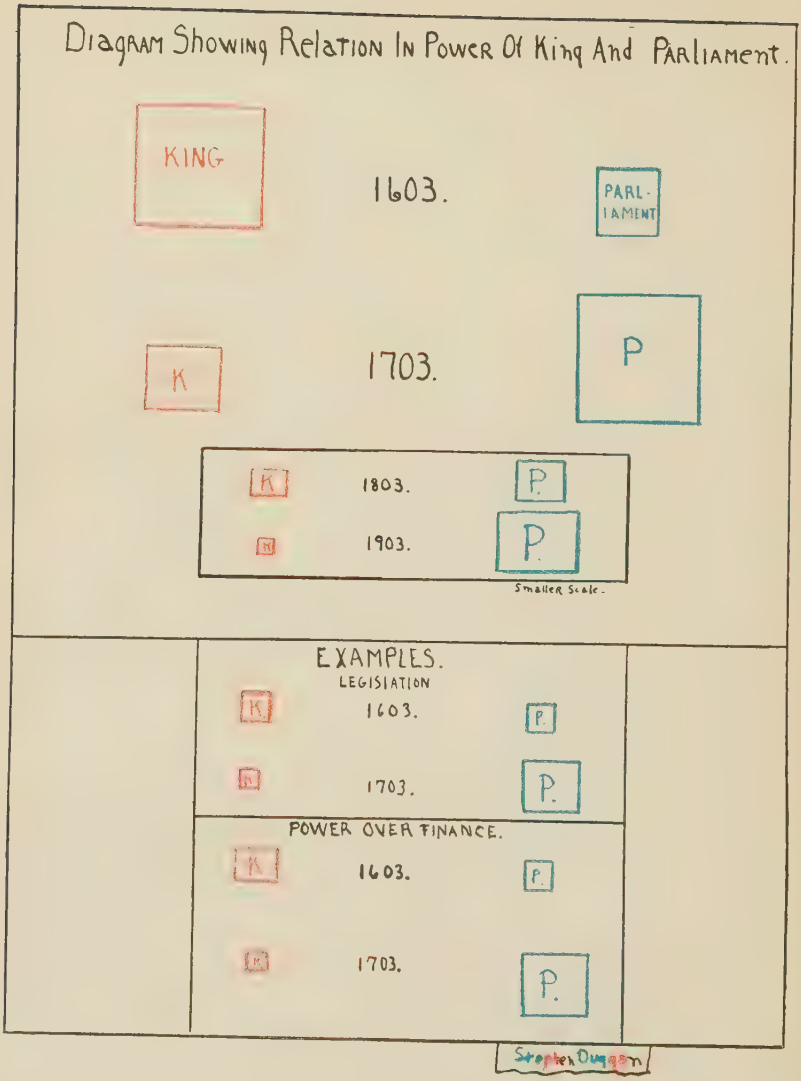
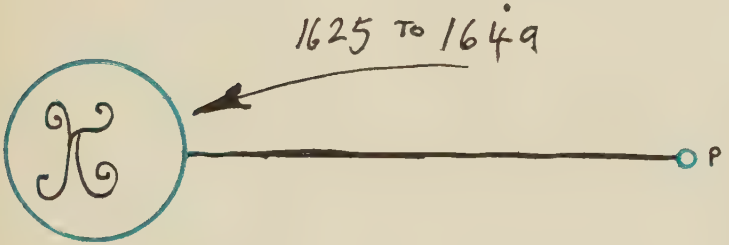


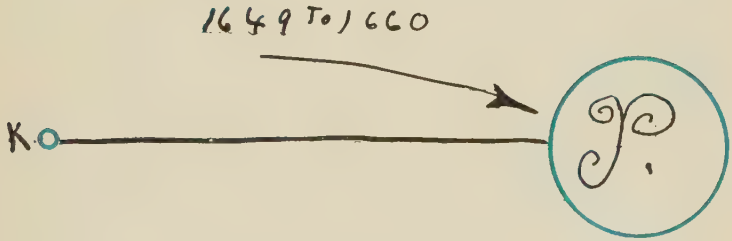
Diagram Showing Relation In Power Of King And Parliament.
KING
1603.
PARL-
IAMENT
K
1703.
P
K
1803.
P.
K
1903.
P.
Smaller Scale.
EXAMPLES.
LEGISLATION
K
1603.
P.
K
1703.
P.
POWER OVER FINANCE.
K
1603.
P.
K
1703.
P.
Stephen Duggan

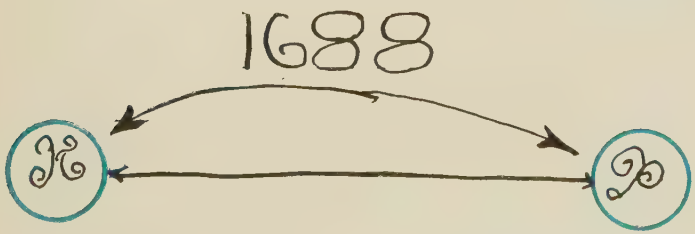
(Time -30 min)

Charles Richardson

History



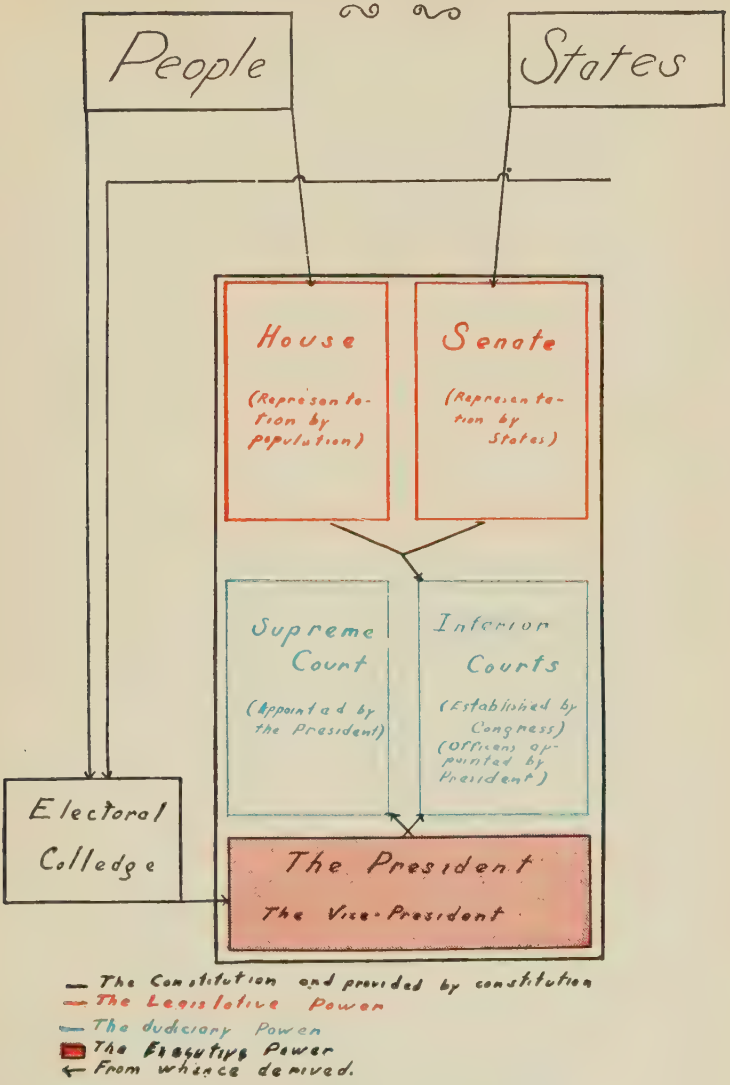




THE CONSTITUTION OF THE UNITED STATES

By an eleventh-grade boy. An exercise motivated by exhibiting a rather elaborate chart showing the relations between the States and the federal government. This served to introduce the class to their study of the text of the Constitution. They were then assigned the problem of selecting and representing some outstanding phase of the Constitution in similar graphic fashion. The author of this diagram was apparently impressed with the relation of the different departments of the government to each other and to the people and the States.

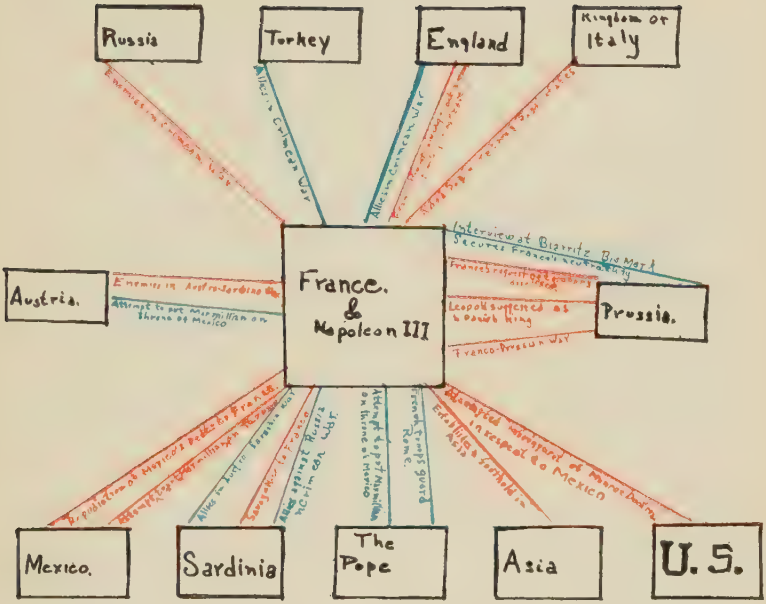
The Constitution of the United States



THE CONTACTS BETWEEN FRANCE, ETC.

A diagram by a tenth-grade boy to show the various schemes of Napoleon III as they involved the relations between France and other countries. It was the student's idea to show the *friendly* as contrasted with the *hostile* contacts involved.

The blue lines of "friendly contact" beginning with Turkey are Allies in the Crimean War; for England, same; for Prussia, interview at Biarritz, Bismarck secures France's neutrality; for the Pope, French troops guard Rome, attempt to put Maximilian on the throne of Mexico; for Sardinia, allies against Russia in Crimean War, allies in Austro-Sardinian War; and for Austria, attempt to put Maximilian on the throne of Mexico. The red lines of "hostile contact," beginning with Russia are as follows: enemies in Crimean War; England, France thrusts wedge between English territory in Far East; Italy, aided Pope in retaining papal states: Prussia, France's request of territory disclosed; Leopold suggested as Spanish King, Franco-Prussian War; United States, attempted infringement of Monroe Doctrine in respect to Mexico; Asia, establishes a foothold in Asia; Sardinia, Savoy, and Nice to France; Mexico, repudiation of Mexico's debts to France, attempt to put Maximilian on throne; Austria, enemies in Austro-Sardinian War.



Contacts Between France and Other Countries.

Friendly Contact

Hostile Contact.

Talbot S. Smith

HOW PROBLEMS WERE MET

The work of an eleventh-grade boy in answer to the problem which was represented by the forest (page 33). In representing these as "gears of progress," the natural mechanical aptitude of the boy is manifested.

How Problem... were Met

The
Gears of progress

— = First administration of Washington.

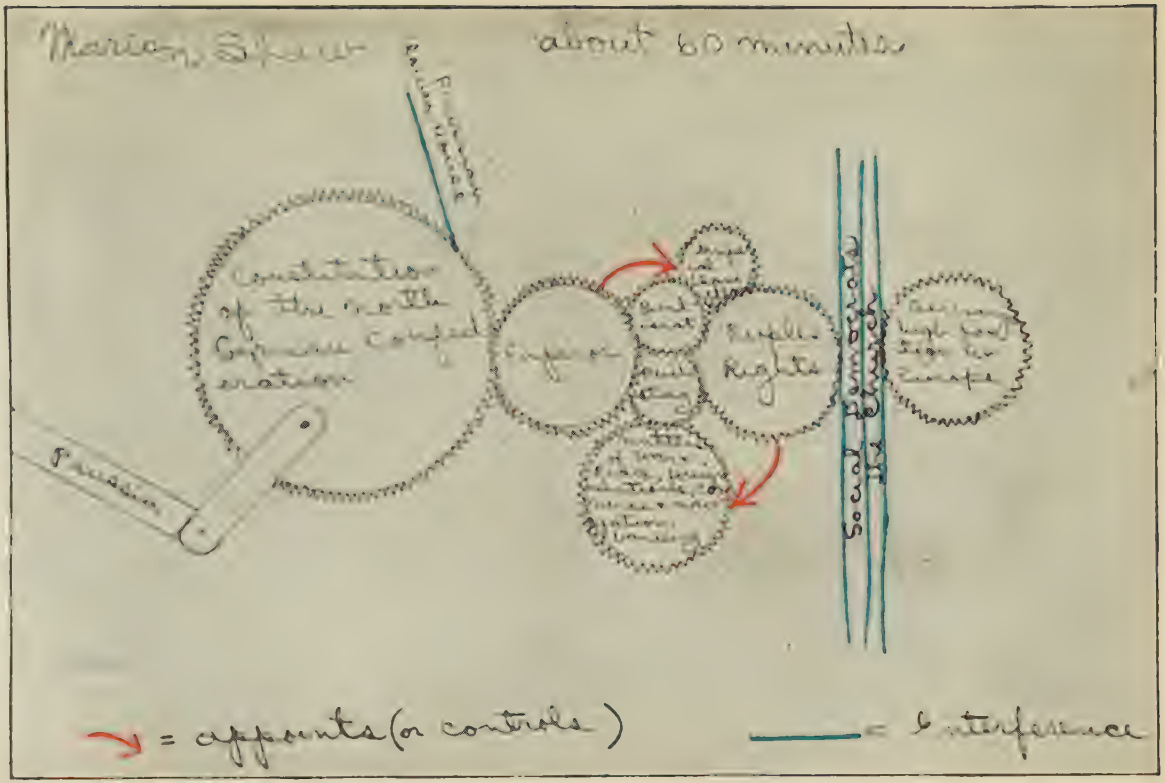
— = Second administration of Washington.

— = Adams' administration.

THE GOVERNMENT OF THE GERMAN EMPIRE

This drawing is more difficult to account for, as it represents the work of a girl (tenth grade). It may have been suggested by some attempt on the part of the science instructor to show certain applications of the laws of physics. Note the relation of the various gears.

The smaller wheels which lie between those representing the emperor and the people's rights are: the imperial chancellor, the Bundesrat, the Reichstag, and matters of war and peace, foreign relations, commerce, and navigation, banking.

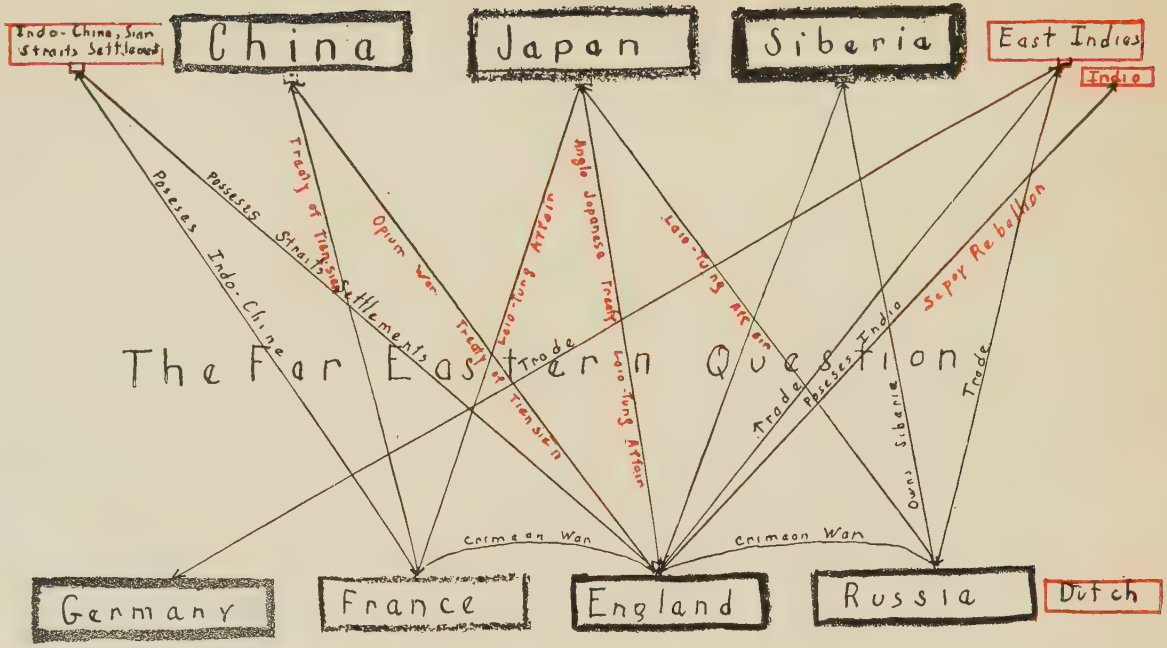

Marion Spruce
about 60 minutes
Constitution of the North Carolina nation
Civil Rights
Social Darwinism
= appoints (or controls)
= interference

THE FAR-EASTERN QUESTION

(TENTH GRADE)

One of the many forms of exercise of this type which reveal the student's power of analysis and of seeing and appreciating relationships. The problem involved was to show the various elements entering into the Far-Eastern situation which gave rise in time to a so-called "Question."

E. W. Orenstreet



Connections in BLACK

Events in Red

Showing the conflicting interests of the European countries.

THE CAUSES OF THE AMERICAN REVOLUTION

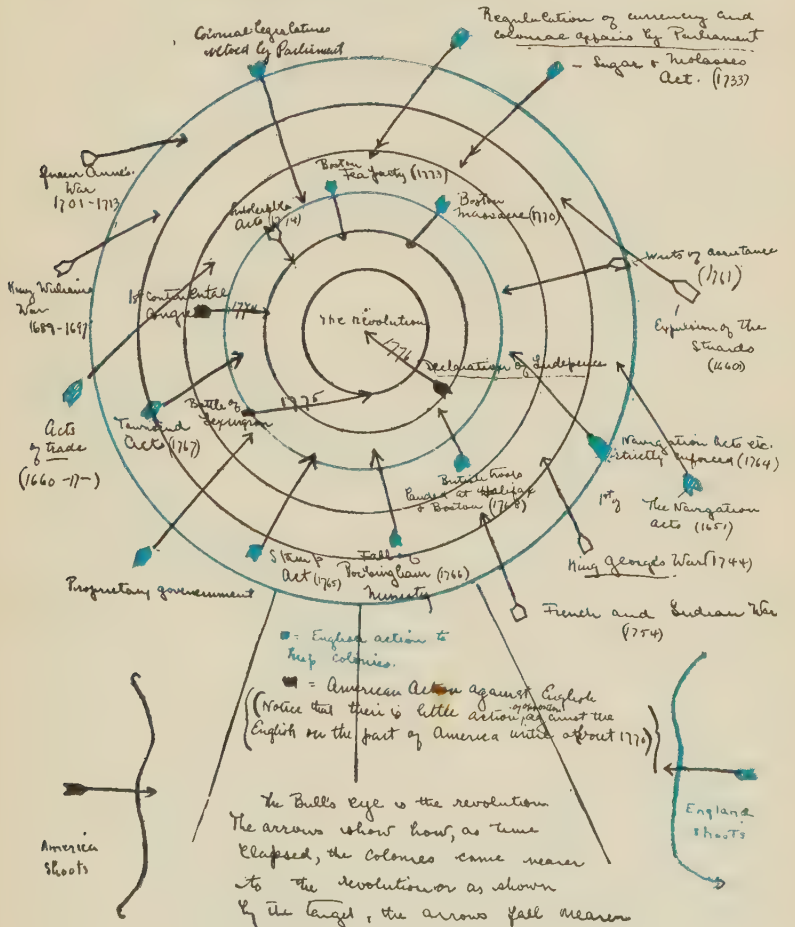
(ELEVENTH GRADE)

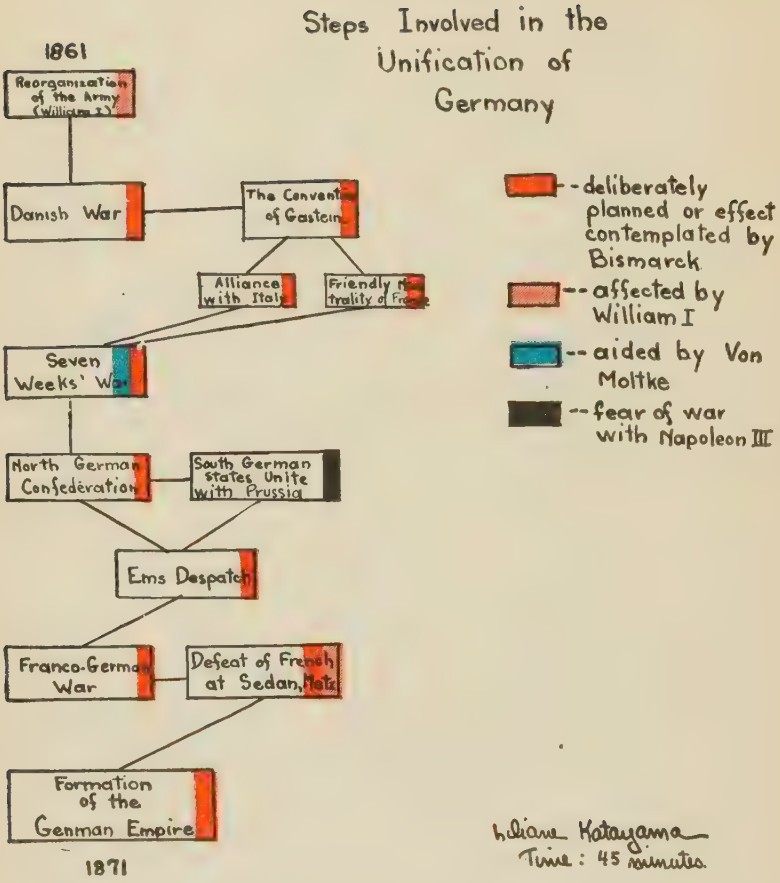
A diagram showing the combination of circumstances which gave rise to the American Revolution and the Declaration of Independence. Action first by England, then by America, or vice versa, hurried the colonies toward the final dénouement. Note that the survey covers events which carry the student back to the early days of the colonies. The American arrows which fall within the outermost circle are King William's War (1689–1697), Queen Anne's War (1701–1713), and the expulsion of the Stuarts (1660); but one English arrow is found within this circle, the Navigation Acts (1651). In the second circle are found one English arrow, the Sugar and Molasses Act (1733), and two American, King George's War (1744) and the French and Indian War (1754). In the third are found five English arrows, Proprietary government, Acts of trade (1660–17—), colonial legislatures vetoed by Parliament, Regulation of currency and colonial affairs by Parliament, Navigation Acts, etc., strictly enforced (1764); and one American, Writs of Assistance (1761). In the fourth circle are arrows shot by England, viz., the Stamp Act (1765), Fall of Rockingham ministry (1766), British troops landed at Halifax and Boston (1768), and the Townshend Acts (1767). In the circle just outside the bull's-eye are the American arrows, Intolerable Acts (1774), First Continental Congress, and the battle of Lexington (1775), and the English arrows, the Boston massacre (1770) and the Boston Tea Party (1773). The arrow that is fixed in the bull's-eye is the Declaration of Independence (1776).

Nov. 1st 1923

A.M. Schlesinger

Causes of American Revolution


Colonial legislatures veto'd by Parliament
Regulation of currency and colonial affairs by Parliament
Sugar & Molasses Act. (1733)
Queen Anne's War 1701-1713
Boston Tea Party (1773)
Indefinite Acts (1774)
Boston Massacre (1770)
Writs of assistance (1761)
King William's War 1689-1697
1st Continental Congress 1774
The Revolution
1775
Expulsion of the Stuarts (1460)
Declaration of Independence
Acts of Trade (1660 -1-)
Battle of Lexington
Townshend Acts (1767)
Navigation Acts etc. virtually enforced (1764)
British troops Landed at Halifax & Boston (1768)
1st Eng. The Navigation acts (1651)
Stamp Act (1765)
Peace of Paris (1763)
Grenville Ministry
King George's War (1744)
Proprietary government
French and Indian War (1754)
= English action to help colonies.
= American Action against English
(Notice that there is little action against the English on the part of America until about 1770)
The Bull's Eye is the revolution
The arrows show how, as time elapsed, the colonies came nearer to the revolution or as shown by the target, the arrows fall nearer & nearer towards the center
America Shoots
England Shoots


Steps Involved in the Unification of Germany
1861
Reorganization of the Army (William I)
Danish War
The Convention of Gastein
Alliance with Italy
Friendly Neutrality of France
Seven Weeks' War
North German Confederation
South German states Unite with Prussia
Ems Despatch
Franco-German War
Defeat of French at Sedan, Metz
Formation of the German Empire
1871
-- deliberately planned or effect contemplated by Bismarck
-- affected by William I
-- aided by Von Moltke
-- fear of war with Napoleon III
Liliane Katayama
Time: 45 minutes

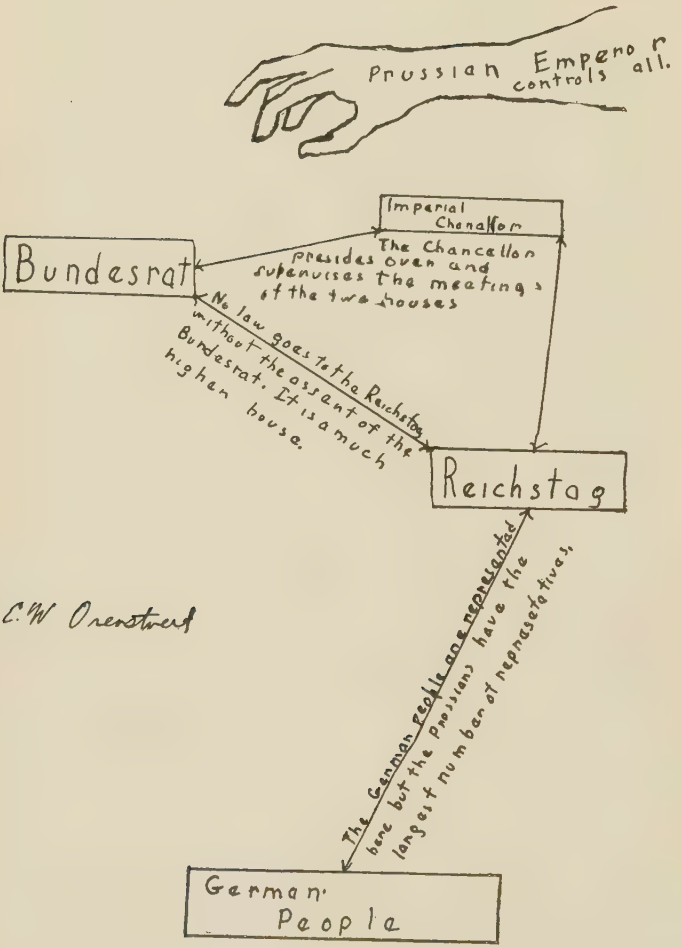
STEPS IN UNIFICATION OF GERMANY

By a tenth-grade girl, to show the various steps in the unification of Germany. Note the effective use of color.

THE GOVERNMENTS OF THE TWO EMPIRES

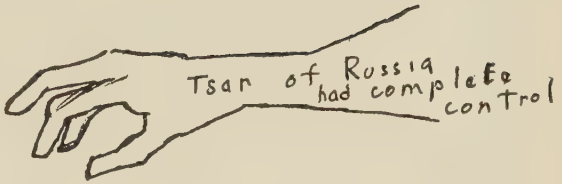
By a tenth-grade boy, author of the diagram interpreting the U. S. Constitution (page 49). Russia and Germany were represented as the two great bulwarks of autocratic government between 1870 and 1914 and this exercise was submitted in connection with an analysis and comparison of the governments of each as they revealed their autocratic features. (See two pages following.)

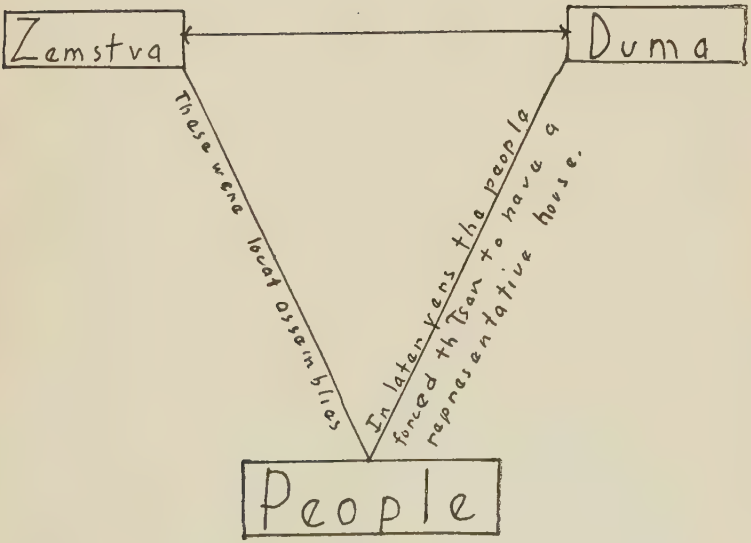
The Autocracy of the German Empire


Prussian Emperor controls all.
Imperial Chancellor
Bundesrat
The Chancellor presides over and supervises the meetings of the two houses
No law goes to the Reichstag without the assent of the Bundesrat. It is a much higher house.
Reichstag
The German people are represented here but the Prussians have the largest number of representatives.
German People

– C.W. Orenstrand

C. W. Overstreet



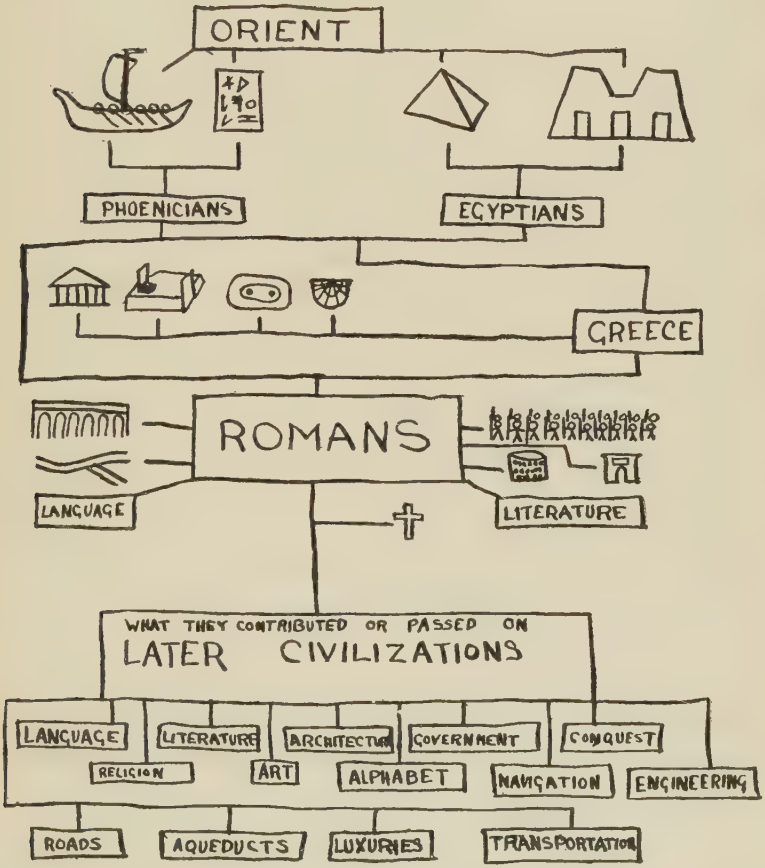

Zemstva
Duma
These were local assemblies
In later years the people forced the Tsar to have a representative house.
People

WHAT THE ROMANS RECEIVED AND WHAT ROME GAVE THE WORLD

By tenth-grade boys, illustrating the attempt to combine picture and diagram, and the way in which the simple diagram and line may be made attractive and at the same time direct attention to significant relationships. An exercise designed to emphasize the place of the Romans in the progress of civilization, one of several problems of this character which served to build up a bit of background for modern history. (See two pages following.)

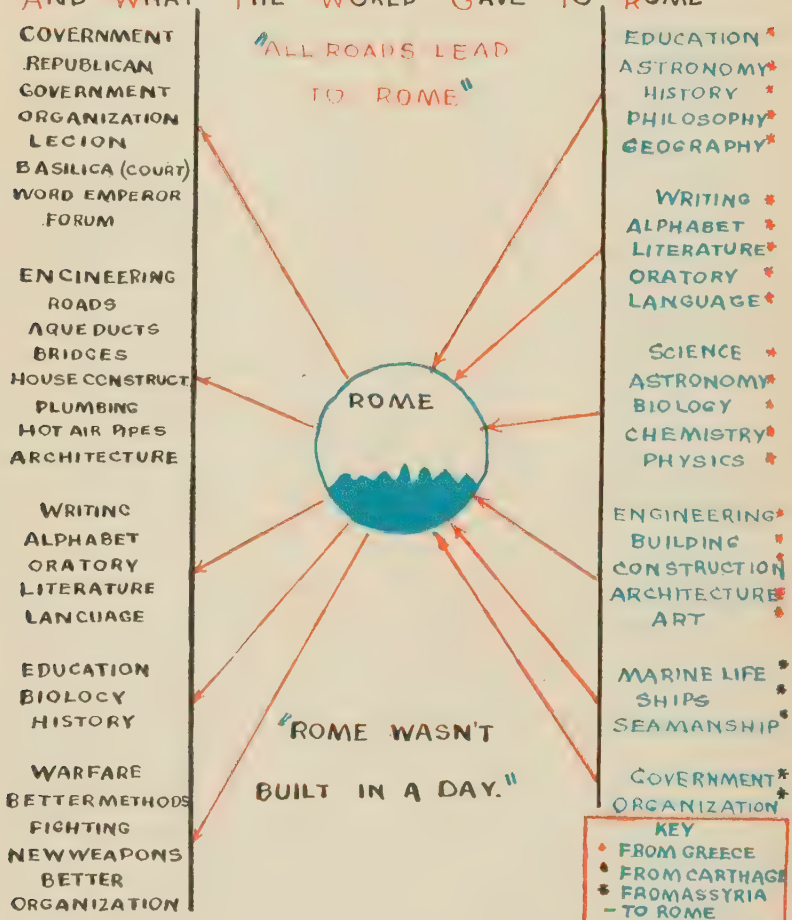
Arthur Beston Jr.

What the Romans Received from Older Civilizations and What they Contributed to Later Ones.



WHAT ROME GAVE TO THE WORLD

AND WHAT THE WORLD GAVE TO ROME



JULIUS VON STERNBERG JR.

GROUP III

TIME LINES, CHARTS, GRAPHS

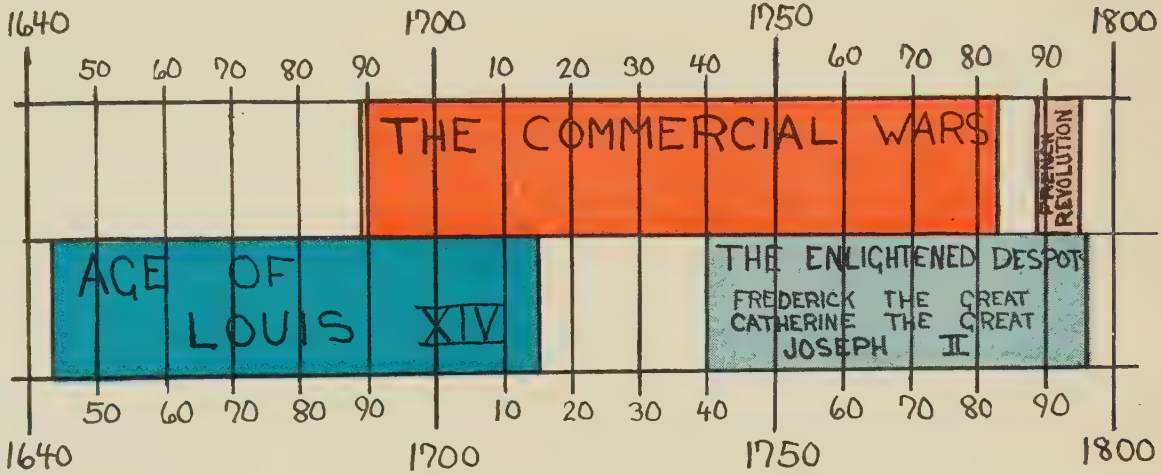
The time sense is one which must be developed in young people. An appreciation of the passage of time is one of the most valuable lessons to be learned in any study of the past. The illustrations which follow illustrate some of the ways in which children of various ages and grades visualize the operation of this element. The technic of representing time in this fashion can be taught without much difficulty. The simple line has its advantages, as does also the chart. The examples here of the work of pupils indicate some of the variations which are possible and the various uses to which the time line or chart can be put in interpreting epoch-making events and movements. The graph, when transferred to the more elusive field of human action, enables the student to interpret for himself, even though he may not be able to satisfy all the mathematical principles involved, the more dramatic aspects of history. No better presentation of the time line and its possibilities has appeared than that by Miss Madeley in the leaflets of the Historical Association of England.

TIME LINE—1640–1800

By a tenth-grade boy, to show the relation between various periods already covered and based upon the following problem: "Fix the relation in time of this interval, 1789–1791, to the Age of Louis XIV, the Enlightened Despotism and the Commercial Wars already studied. Write down the dates of these and compare them with the new epoch you are about to study."

TIME LINE – 1640-1800

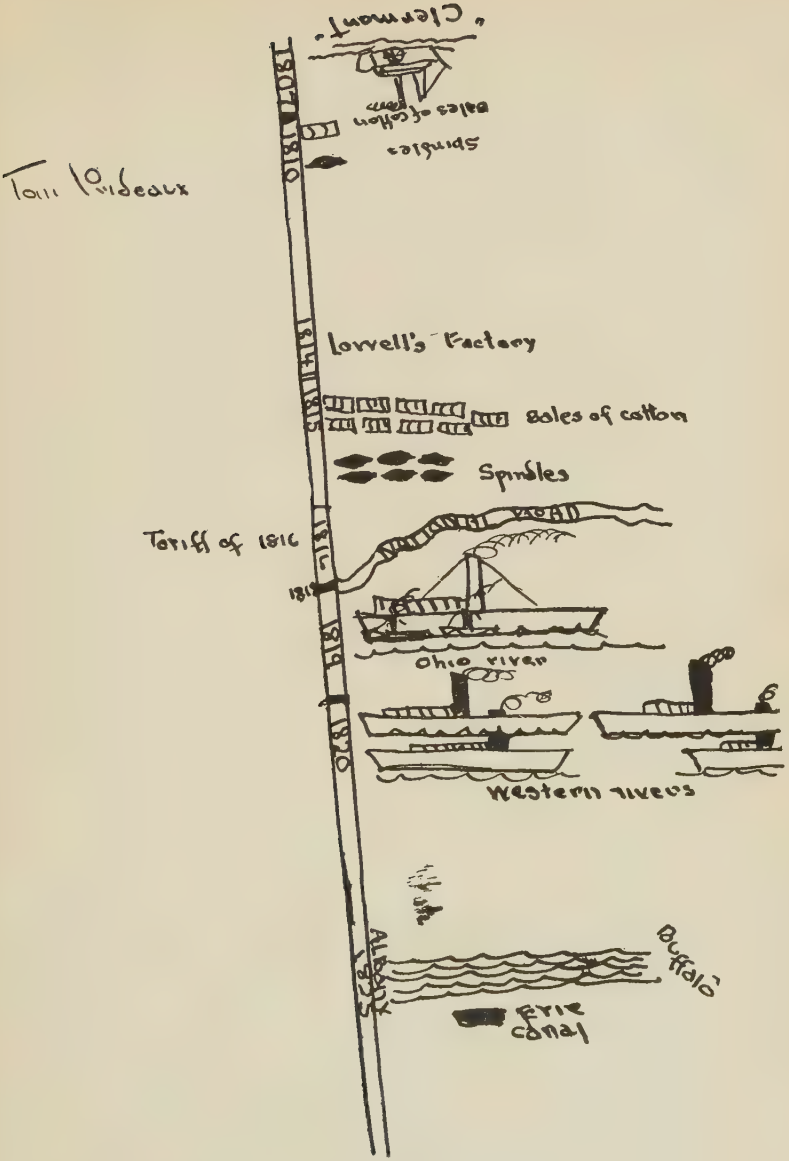
SHOWING THE RELATION OF THE FRENCH REVOLUTION TO THE ENLIGHTENED DESPOTS, TO THE COMMERCIAL WARS, AND TO THE AGE OF LOUIS XIV.

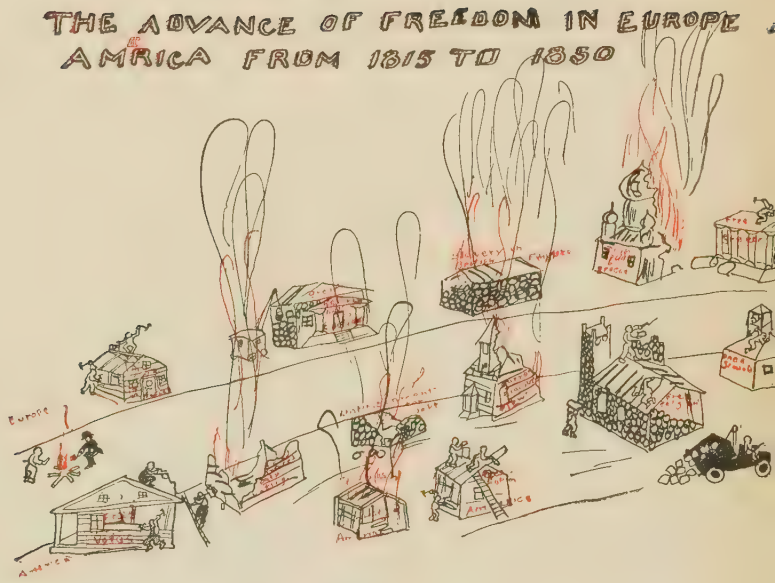


ARTHUR BESTOR JR

THE INDUSTRIAL REVOLUTION IN AMERICA

By an eighth-grade boy, illustrative of a modification of the time line. The pictorial element has been introduced by the author of this time line. This was done on his own initiative and was not suggested by the instructor.


Clermont
Bales of cotton
Spindles
Tariff of 1816
Lowell's Factory
Bales of cotton
Spindles
Tariff of 1816
1816
1816
1820
Ohio river
Western rivers
Buffalo
Erie canal



THE ADVANCE OF FREEDOM IN EUROPE AND IN AMERICA FROM 1815 TO 1850

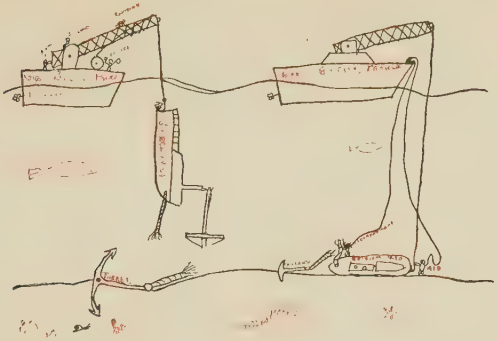
By an eighth-grade boy. This is still another modification of the formal time line. The emphasis has been transferred here from definite dates to the general course of events over a comparatively short interval of time. The time line is represented by a road. On the side nearest the reader are the happenings in America; on the farther side those taking place in Europe. Napoleon is represented in the road at the left kindling the fire of freedom

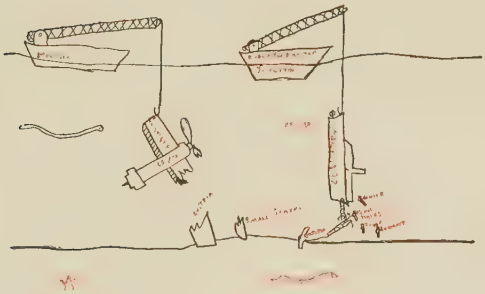
which has swept down the road destroying the buildings in its path. At the extreme right is a fire engine operated by Prince Metternich (on the ground). Assisted by Prussia, Austria, and Russia he is trying to extinguish the flames. In the foreground King Caucus has thrown away his sceptre and is fleeing from his burning castle, located farther down the road. The buildings on the far side of the road which are represented either as destroyed or as in process of building are labelled as follows, beginning at the left: Reform of Vote in France, Great Reform Bill in England, Slavery in British Empire, Free Greece, Free Balkan States, Turkish Rule in Europe. On the side of the road nearest the reader they bear the following designations, beginning at the left: Free Votes, Landowners only Voting, Spanish Empire in America, Imprisonment for Debt, Free Latin America, Narrow Religious Views, Free Religion, Free Schools, King Caucus's Castle, Privileged Congressmen.

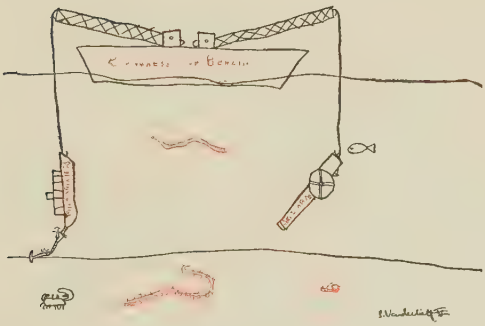
HOW THE EUROPEAN STATES EMERGED

Still another form of time line or chart, very similar to the Advance of Freedom (pages 72–73). In this case the eighth-grade boy chose to interpret the problem of the making of the new nations by emphasizing the factors involved and the order or relative order in which the states "emerged." The three scenes were intended to form parts of a continuous chart. In the first Greece is being drawn up from the depths with the aid of arms, soldiers, clothing, and money which form the lifting machine constructed by Great Britain, France, and Russia. The cable or rope which bind her to the anchor (Turkey) is broken through these efforts. At almost the same time (1830), two divers, "encouragement" and "aid," separate Belgium from the anchor, Holland. In the second scene Prussia with the aid of a derrick pulls the airplane Germany to the surface (1870), leaving behind a large bit labelled, "Austria" and a smaller portion labelled, "small states." In this same scene England, France, and Sardinia are lifting Italy off the bottom, leaving behind the anchor, Austria, and bits of the vessel labelled, "Venice, Papal States, Rome, Piedmont." In the last scene the Congress of Berlin is raising Bulgaria from one end of the boat or dredging machine and Serbia from the other. Both bear the date 1878 and Bulgaria is being pulled away from the anchor, Turkey.

How The European States Emerged

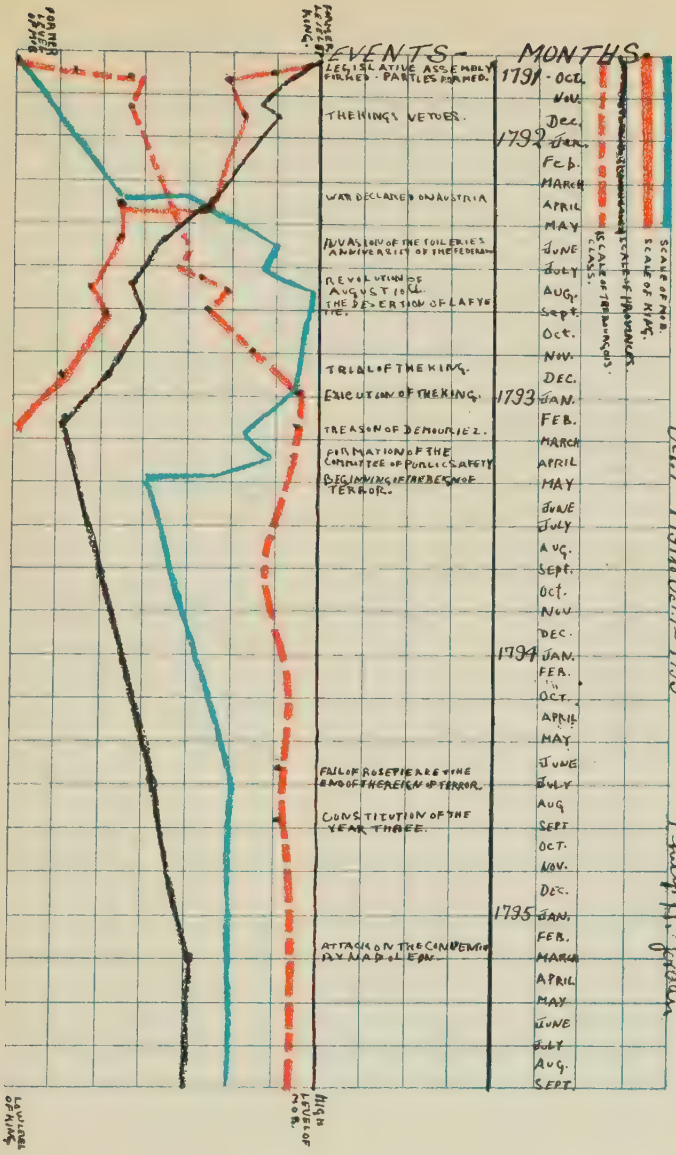


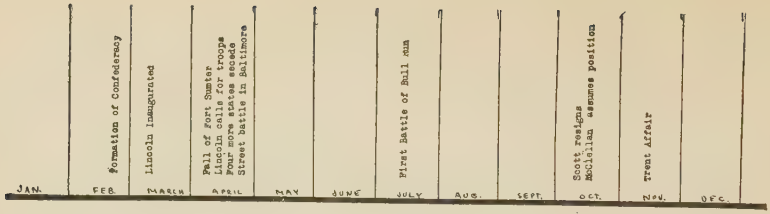




THE FRENCH REVOLUTION

A use of the graph in connection with the tenth grade to emphasize the various factors involved in the French Revolution between 1791 and 1795 viz., mob, King, provinces, and bourgeoisie. Note that the author has first plotted the points and then drawn his lines to connect them.


EVENTS—
MONTHS.
LEGISLATIVE ASSEMBLY FORMED · PARTIES FORMED.
THE KING'S VETOES.
WAR DECLARED ON AUSTRIA
INVASION OF THE TUILERIES ANNIVERSARY OF THE FEDERATION
REVOLUTION OF AUGUST 10th. THE DESERTION OF LAFAYETTE.
TRIAL OF THE KING.
EXECUTION OF THE KING.
TREASON OF DEMOURIEZ.
FORMATION OF THE COMMITTEE OF PUBLIC SAFETY
BEGINNING OF THE REIGN OF TERROR.
FULL OF ROSEPIERRE & THE END OF THE REIGN OF TERROR.
CONSTITUTION OF THE YEAR THREE.
ATTACK ON THE CONVENTION BY MADOLEON.
1791 - OCT.
NOV.
DEC.
1792 JAN.
FEB.
MARCH
APRIL
MAY
JUNE
JULY
AUG.
SEPT.
OCT.
NOV.
DEC.
1793 JAN.
FEB.
MARCH
APRIL
MAY
JUNE
JULY
AUG.
SEPT.
OCT.
NOV.
DEC.
1794 JAN.
FEB.
OCT.
APRIL
MAY
JUNE
JULY
AUG
SEPT
OCT.
NOV.
DEC.
1795 JAN.
FEB.
MARCH
APRIL
MAY
JUNE
JULY
AUG.
SEPT.
SCALE OF N.B.
SCALE OF KING.
SCALE OF FRANCONIA.
SCALE OF THE PRINCES.
SCALE OF THE CLASS.
FORMER LEVEL OF KING.
LOW LEVEL OF KING.
HIGH LEVEL OF KING.
FORMER LEVEL OF KING.
Oct. 1st 1791 to Oct. 1st 1795—
Philip H. Jordan
FRENCH REVOL.

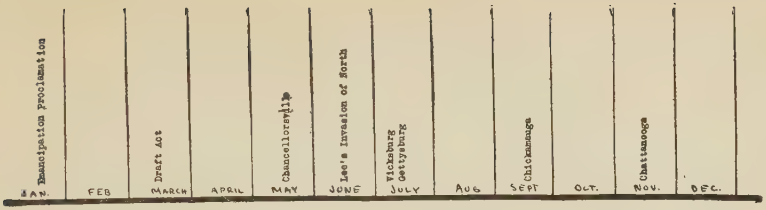


1861

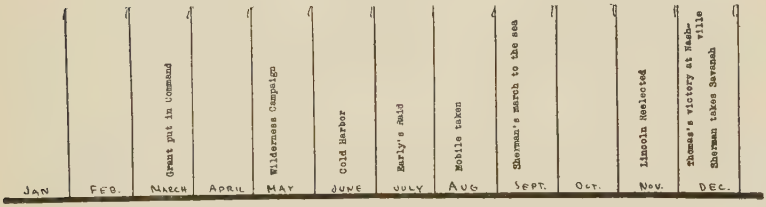
1862

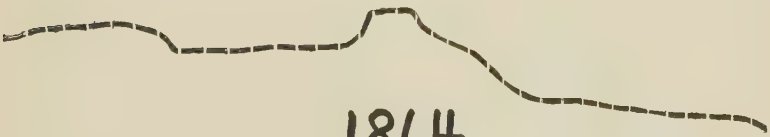
THE CIVIL WAR

An eleventh-grade exercise. The student has followed the rise and fall of the fortunes of the North, year by year through 1864. (See opposite page.)


Emancipation proclamation
JAN.
FEB
Draft Act
MARCH
APRIL
Chancellorsville
MAY
Lee's Invasion of North
JUNE
Vicksburg
Gettysburg
JULY
AUG
Chickamauga
SEPT
OCT.
Chattanooga
NOV.
DEC.

1863


JAN
FEB.
Grant put in Command
MARCH
APRIL
Wilderness Campaign
MAY
Cold Harbor
JUNE
Early's Raid
JULY
Mobile taken
AUG
Sherman's march to the sea
SEPT.
OCT.
Lincoln Reelected
NOV.
Thomas's victory at Nashville
Sherman takes Savanah
DEC.



1864

PROGRESS TOWARD DEMOCRACY

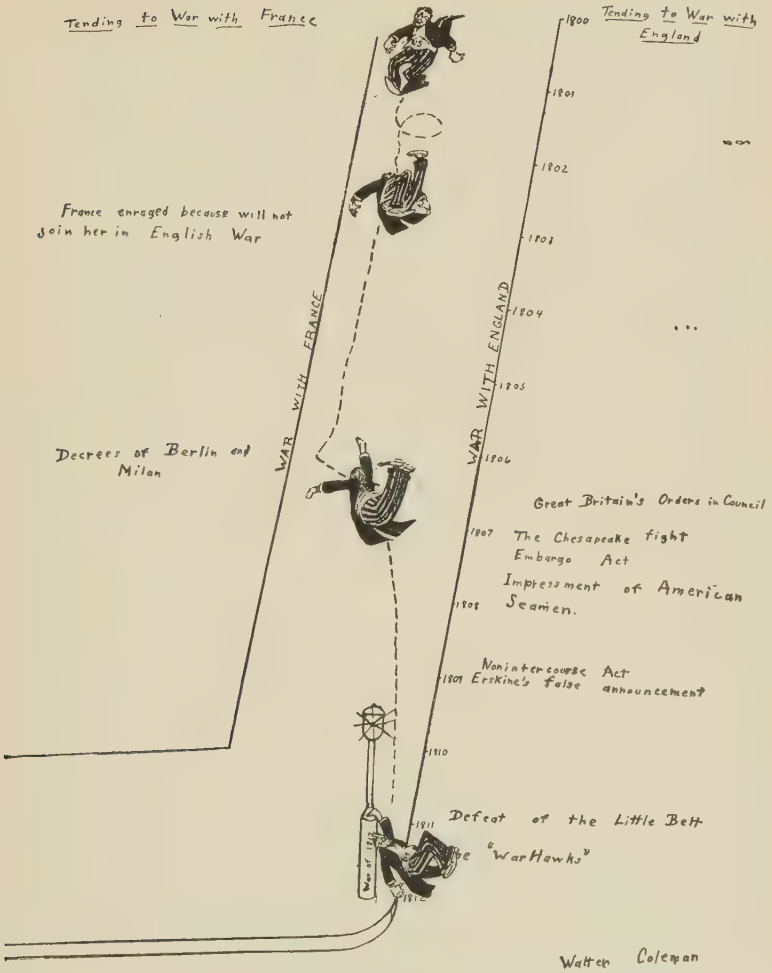
In this tenth-grade problem the student has arbitrarily fixed the relation of each of these nations to each other in 1870 and then plotted the curve or graph of their development toward democracy. He has tried to indicate the events responsible for marked deviations in the lines.

Philip A. Parker
June 5 1923
Modern History

THE SLIPPERY SIDEWALK

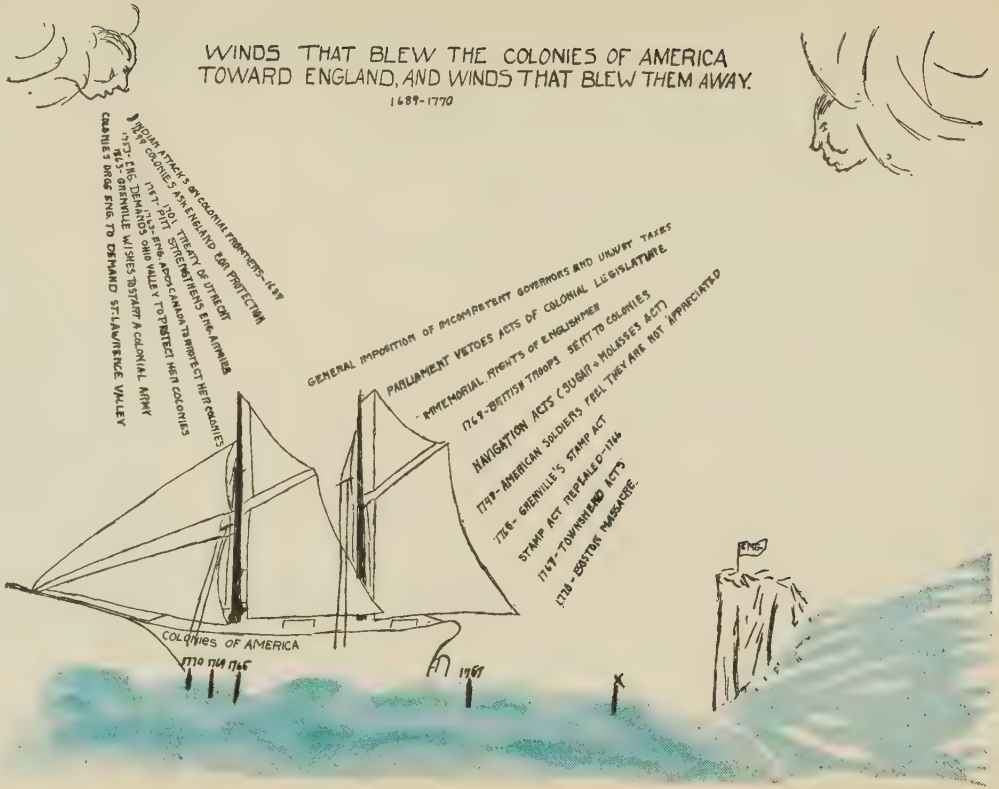
In this eleventh-grade exercise is an attempt to portray the course of events in America and in Europe which brought the United States to the verge of war, first with France and then with England, until Uncle Sam was brought into collision with the lamp-post and the War of 1812 was declared. This exercise illustrates the possibilities of combining time line and graph. The title is the student's own interpretation of the situation. The figures and lamp-post were cut out of some magazine.

A Slippery Sidewalk



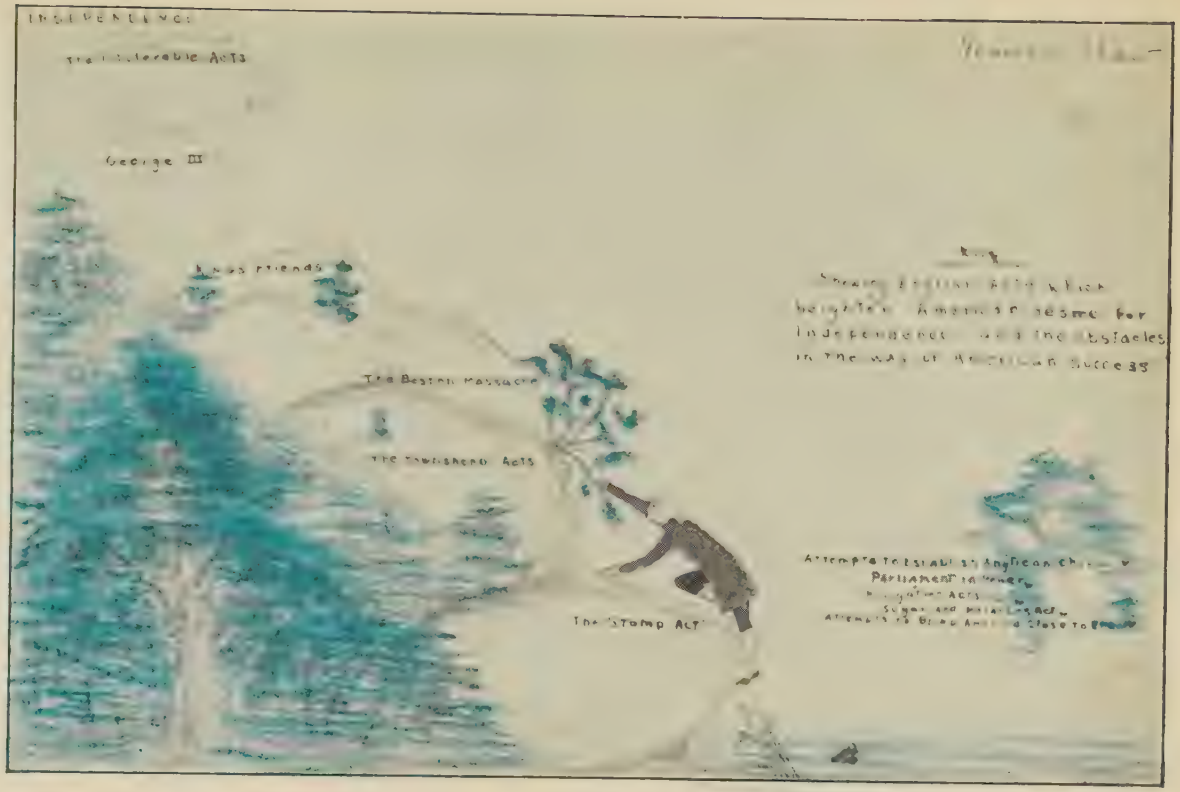
WINDS THAT BLEW THE COLONIES, ETC.

In reality a modified time scale with elements of the graph. By an eleventh-grade girl. The time markings in the water are 1757, 1765, 1769, and 1770. The bit of rocky coast appearing at the right is designated as England. The winds which blew them away from this coast include the following in the order in which they appear in the drawing: general imposition of incompetent governors and unjust taxes; parliament vetoes acts of colonial legislatures; immemorial rights of Englishmen; 1768—British troops sent to colonies; Navigation Acts (Sugar and Molasses Act); 1748—American soldiers feel they are not appreciated; 1765—Grenville's Stamp Act; Stamp Act repealed—1766; 1767—Townshend Acts; 1770—Boston Massacre. As contrary winds the following appear in this order: 1689—Indian attacks on colonial frontiers; 1699—colonies ask England for protection; 1701—Treaty of Utrecht; 1757—Pitt strengthens English armies; 1763—England adds Canada to protect her colonies; England demands Ohio valley to protect her colonies; 1763—Grenville wishes to start a colonial army; colonies urge England to demand St. Lawrence valley.


WINDS THAT BLEW THE COLONIES OF AMERICA
TOWARD ENGLAND, AND WINDS THAT BLEW THEM AWAY.
1689-1770
INDIAN ATTACKS ON COLONIAL FRONTIERS-1689
1754 COLONIES ASK ENGLAND FOR PROTECTION
1757-1801 PITT STRENGTHENS ENG. ARMIES
1763 TREATY OF UTRECHT
1763- ENG. DEMANDS OHIO VALLEY TO PROTECT HER COLONIES
1763- ENG. ADDS CANADA TO PROTECT HER COLONIES
1763- GRENVILLE WISHES TO STAFF A COLONIAL ARMY
CHARLES DRIVE KING TO DEMAND ST. LAWRENCE VALLEY
GENERAL IMPOSITION OF INCOMPETENT GOVERNORS AND UNJUST TAXES
PARLIAMENT VETOES ACTS OF COLONIAL LEGISLATURE
MEMORIAL RIGHTS OF ENGLISHMEN
1768- BRITISH TROOPS SENT TO COLONIES
NAVIGATION ACTS (SUGAR & MOLASSES ACT)
1767- AMERICAN SOLDIERS FEEL THEY ARE NOT APPRECIATED
1765- GRENVILLE'S STAMP ACT
STAMP ACT REPEALED-1766
1767- TOWNSHEND ACTS
1770- BOSTON MASSACRE
COLONIES OF AMERICA
1770 1768 1765
1769
KING

STEPS TOWARD INDEPENDENCE

By an eleventh-grade girl. Illustrative of the possibilities of combining the pictorial element with the time line.


INDEPENDENCE
George III
The Boston Massacre
The Townshend Acts
The Stamp Act

THE BRINK OF THE AMERICAN REVOLUTION

Similar to the "Winds that Blew." Another answer to the problem of appraising the forces which made for and against the break with England. The actual drawing of the figure and the hands was done by the boy's father. He had asked whether it would be permissible to secure such co-operation in carrying out his idea, pleading his own inability to draw.

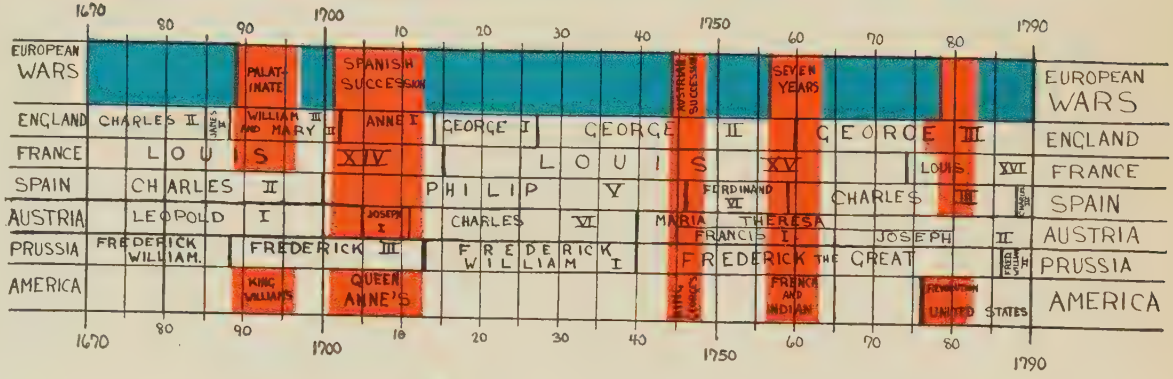
Navigation Acts (1651)
Mercantile Theory (1660)
Parliament's Power
The King's Veto of many colonial acts.
Enforcement of Navigation Acts (1764)
Sugar + Molasses Act (1733)
Stamp Act (1765)
Writs of Assistance (1761)
Townshend Acts (1767)
Intolerable Acts (1774)
The Colonies
The Brink of the American Revolution
Key
Hands = forces pushing towards American Revolution

WAR AND PEACE INTERVALS

Two forms of time lines or time charts by tenth-grade boys, based upon the following problem: "Draw a time line representing the period covered by these wars (1689–1783), dividing it between them in accordance with the dates. Use red ink for the wars, blue for the peace intervals." Then followed a series of questions which the time line was supposed to answer: "What is the longest peace interval? What wars are most closely connected in time? With what events or reigns already studied are these wars closely connected?" These illustrate the various ways in which such problems are worked out, when left to the ingenuity of the student. War and peace intervals make an effective appeal and go far toward impressing the student with the relative emphasis which mankind has given in the past to force as a means of settling disputes. (See two pages following.)

TIME LINE — 1670 TO 1790

SHOWING COLONIAL AND COMMERCIAL WARS



WARS

INTERVALS OF PEACE

ARTHUR BESTOR JR.

12/4/23

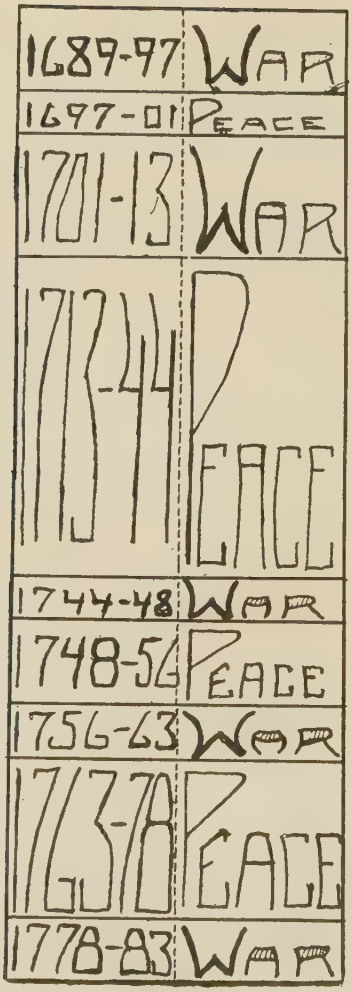
W. Webster

History

LESSON VII

TIME – 75 MIN.

PROBLEM 1



GROUP IV

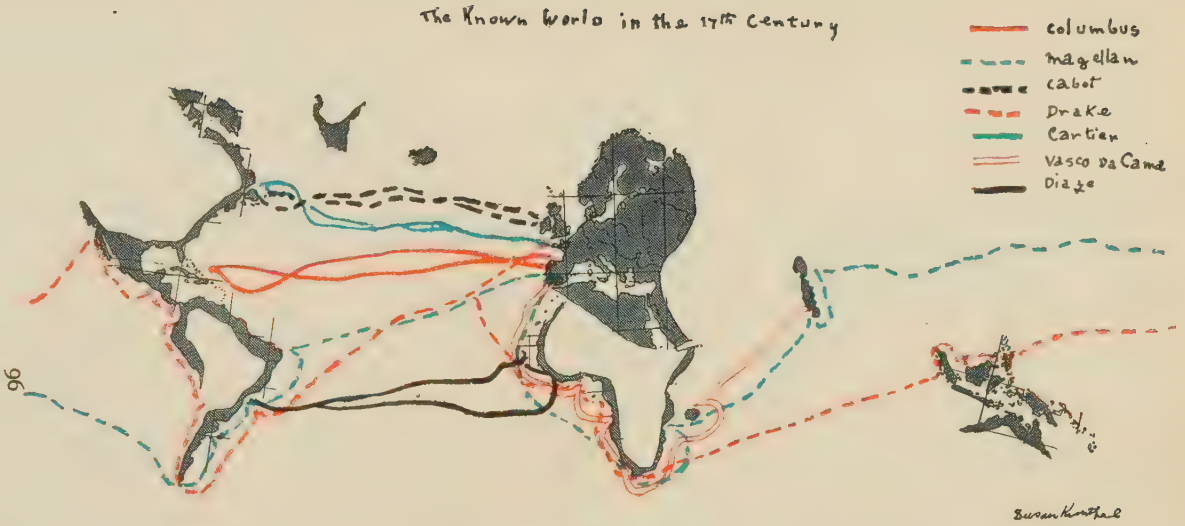
THE MAP

There are various ways in which the geographical background can be interwoven with the history, as the following maps illustrate. In setting map exercises emphasis has been placed throughout upon the unconventional. Mere copying or reproducing of existing maps has been discouraged. Material must be selected from a map or map series very much as material is selected from the printed page. Furthermore, each map has been conceived as a picture, with a clear-cut message. The older picture-maps have been used to stimulate unconventional methods of recording these place relationships. The element of place is constantly kept to the fore as one of the most important elements in the study of the past. This work illustrates various efforts to link this element with the other factors involved.

STEPS IN THE EMERGENCE OF AMERICA

An eleventh-grade problem designed to emphasize the particular contributions made by the various exploring nations to the geographical knowledge of their day as regards the new world. The idea of a continent gradually taking shape as the result of these explorations was suggested by the instructor and each member of the class worked it out in his own way with the aid of an outline map.

D. Shoemaker
The Steps in the Emergence of
AMERICA
As a Geographical Entity
France
Britan
Spain
LEGEND
1500 - 1510
1510 - 1520
1520 - 1530
1530 - 1540
1580 - 1590



THE KNOWN WORLD IN THE SEVENTEENTH CENTURY

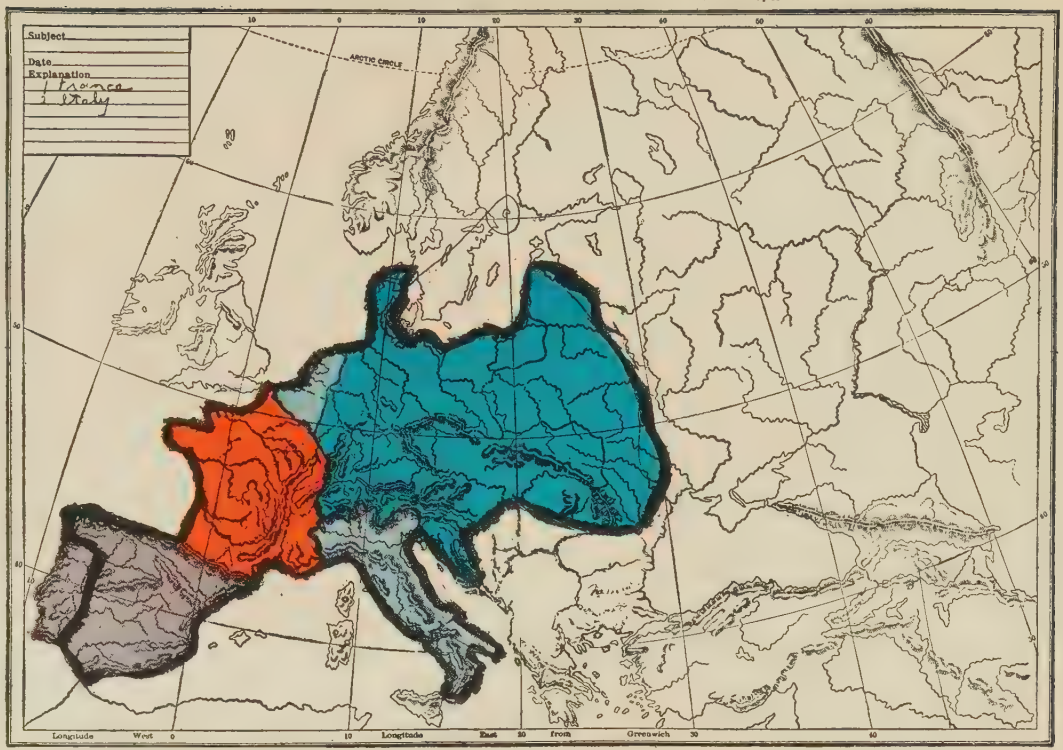
In this exercise and the four which follow on pages 101, 107, 110–11, it should be noted that the problem involves the cutting out of all or of a part of the territory involved. In this eighth-grade exercise the student has tried to visualize the world by cutting away all those portions which were unknown at the time, and indicating some of the principal voyages responsible for the knowledge of the portions actually represented. Large wall maps of the principal discoveries and the territorial claims of these nations formed the basis for the exercise.

THE GROWTH OF NAPOLEON'S POWER

By an eighth-grade boy whose imagination was stimulated by references in the text-book to Napoleon waving his magic wand over Europe and bringing to pass far-reaching changes with every move. When the class was assigned the problem of showing how his territorial power grew he submitted the result in this form. Note how he has made the hand serve as the key to these changes. (See two pages following.)

History

Mr. Key to Map



Copyright, 1902, The McKinley Publishing Co., Philadelphia, Pa.

By two eighth-grade boys. They have combined the pictorial element with their cut-out of the settled portion of the Atlantic seaboard. The problem set was as follows: "Prepare a map to show the streams of emigration and the settlements or colonies for which they were responsible between 1600 and 1660. (English, French, and Dutch are all to be shown.) It is suggested that two outline maps be used to avoid crowding, one of the world, the other of the Atlantic seaboard. These could be combined and regarded as one map. It may be possible to show by different colored lines what it was that brought these different groups of emigrants over here between 1600 and 1660." It will be noted that the boys have introduced several details of their own in working out the problem.

The explanation accompanying the drawing follows:

L. ROCKEFELLER AND G. KITTREDGE

EXPLANATION SHEET

French Settlements

1540–1608) Quebec.

(1611) Montreal.

The region called New France which extended from the St. Lawrence River to the Great Lakes.

Causes for French Settlements

1) Religious persecution of the Calvinists during the Thirty Years' War.

2) The desire of Henry IV of France to establish silk growing and trading.

* * *

Dutch Settlements

(1614) Ft. Nassau.

(1623) New Amsterdam.

Saybrook.

The region extending as far North as along the Hudson River to where Troy now is and as far South as the Delaware River.

Causes for Dutch Settlement

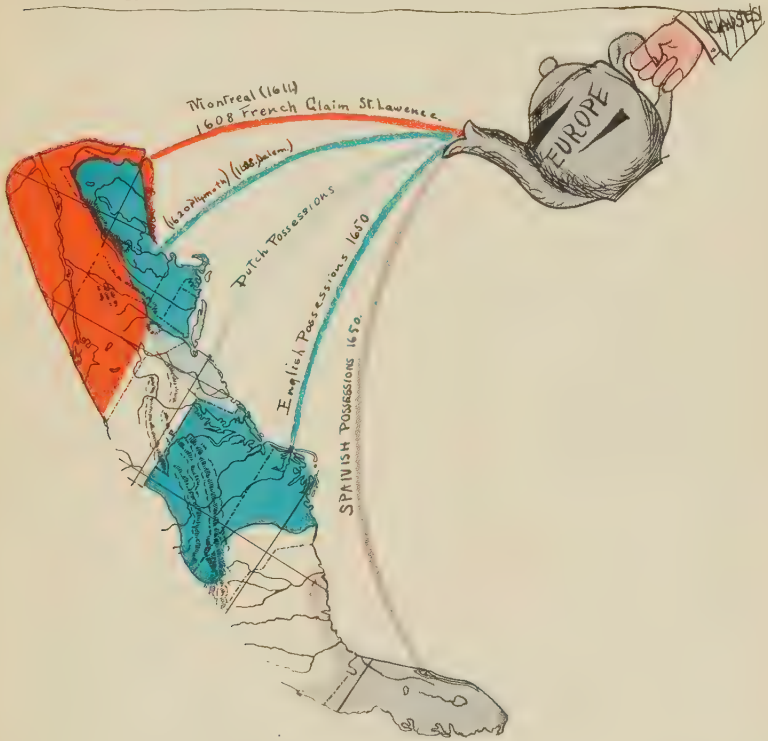
1) 1609 Hudson's voyage up the Hudson River arouses much interest among the Dutch.

2) The Dutch trying to overthrow their Spanish yoke because they were Calvinists and Philip II was a Catholic. This resulted in much cruelty on Philip's part, so many of the Dutch came to America. (Cont. on pp. 101–102.)

PROB. II.

Cartoon showing ~ The Reasons And Immigration From Europe To the Atlantic Seaboard.

St Laurance R. & Gholson K.



English Settlements

In New England:

(1620) Plymouth.
(1626) Dover.
(1627) Pemaquid.
(1628) Salem.
(1630) Boston.
(1636) Providence.
Hartford.

In Virginia:

(1585–1587) Roanoke.
(1607) Jamestown.
(1634) St. Mary.

Causes for English Settlements

1) The producing of a popular play called "Eastward Ho!" picturing America as having more gold than England copper.

2) The enthusiastic report of an English explorer.

3) The financing of the wealthy landholders and merchants to the Virginia Company.

4) At the death of the Tudor queen, Queen Elizabeth, a Stuart named James the First came to the English throne. The thing that he did was to grant a charter to the Plymouth Co. to have the rights to settle land, by giving them visions of the wealth beyond the sea. But the trouble with James was that he believed a king should have a "divine" right to rule his people as he pleased. Therefore when he found that there were people in his country that did not have the religion he wanted them to have and would not change, it displeased him very much. So he made it so hard for these people that they were forced to go to a country where their religion would not be persecuted. They came to America.

* * *

Spanish Settlements

(1565) St. Augustine and all the region covering what is now Florida, Georgia, Alabama, Mississippi, and Louisiana.

Causes for Spanish Settlement

1) The Spanish heard that the English intended to settle in America and therefore the Spanish King sent out colonies to hold the land for the Spanish.

2) Such stories as that of "The Fountain of Youth" and others telling of the wonders of this land also helped the people to believe, and therefore made colonies.

Two responses, the first by a girl, the other by two boys, to the following problem: "On a map of the world represent Philip II as a spider in his palace of the Escurial spinning threads which cover the world. Number the chief threads and indicate the event or plot involved." Note how much each student has contributed of his own way of looking at the events covered, the many-colored web in one case, and the numbered flies in the other.

The key submitted as explanatory of the flies follows:

Explanation Sheet

BY GHOLSON KITTREDGE AND LAURANCE ROCKEFELLER

Fly I

When Queen Mary of England died, Philip II wanted to marry Queen Elizabeth so as to stamp out the Protestants in England. But Elizabeth did not want to marry Philip, so trouble began between Spain and England.

Fly II

One of Philip II's great victories was over the Turks in 1574.

Fly III

The first thing Philip II did to make Europe Catholic was to drive out the Moors, who were some of his most industrious subjects, so as to get Spain clear first.

Fly IV

Philip's attempts to stamp out Protestants brought him in conflict with the Dutch, who were Calvinists. The Duke rebelled, and although Holland ran with blood, Calvinism was not stamped out.

Fly V

The Protestants in France were captured and taken to Spain before the Court of the Inquisition, where they were tortured to confess, or were burned.

Fly VI

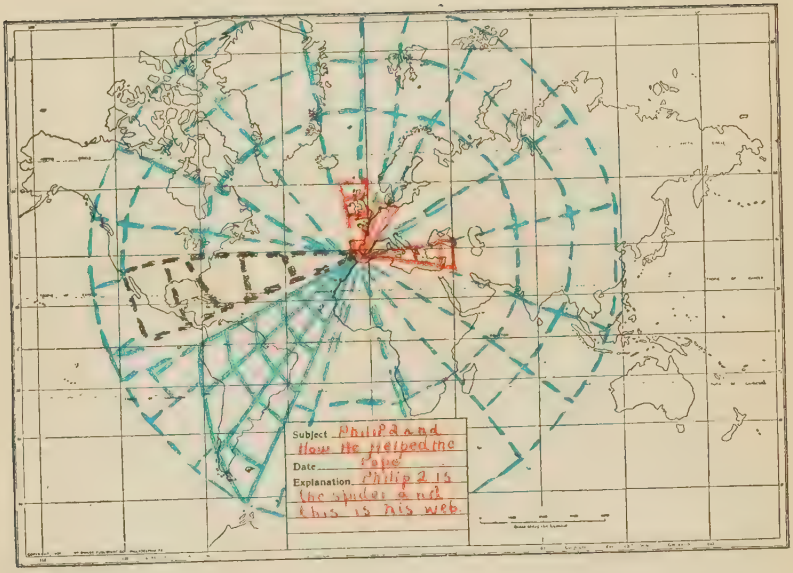
The same thing happened in Germany to the followers of Luther, as happened in France.

Fly VII

The Inquisition Court was used in Spain, and every possible torture that could be thought of was used on its victims. The court was made up solely of churchmen.

Fly VIII

The Calvinists were prosecuted in Switzerland, and it was at this time that William Tell stood up. (See two pages following.)



Key to the Ways Philip II Helped the Pope.

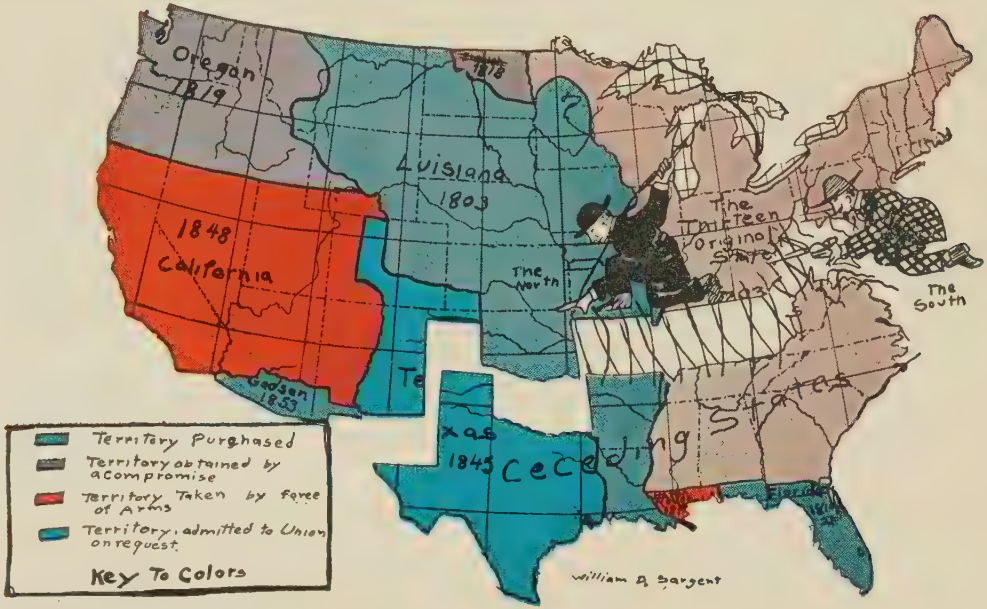
- Churchman's Conference
- Marrying Queen Mary & the attempted marriage of Elizabeth
- Court of the Inquisition
- Quelling Protestantism in N. America
- " " " S. "
- Victory over the Turks.

This Map Represents Philip II as a Spider with
His web of the countries his doings
Affect.
By Gholson Kitchedge
Lawrence Rockefeller
ENGLAND
FRANCE
GERMANY
ITALY
SPAIN
TURKEY

GROWTH OF THE UNITED STATES, ETC.

By an eighth-grade boy who has introduced into the cut-out problem as set by the instructor the two figures representative of North and South. The problem as assigned was to represent the various additions of territory which went to make the United States, indicating the way they were secured, the student making his own classification of these. After this was done the seceding States were to be cut away and then the two halves were to be pasted on another sheet of paper.

GROWTH OF THE UNITED STATES FROM 1800 TO 1860, AND THE BREAK WHICH NEARLY SPLIT THE UNION



THE FAR EASTERN QUESTION

Another answer to the problem represented under Group II showing how the girl author has used a cut-out of the countries involved to represent the heart of the Far Eastern Question.

THE UNIFICATION OF ITALY

By a tenth-grade boy, in answer to the following problem: "Take a sheet of paper and cut out pieces to correspond to the independent and separate divisions of the country in 1815 as they appear on the map. These should correspond approximately in size to these divisions, the larger pieces representing the larger units, etc. It would perhaps lend interest to the problem to trace the boundaries of these states on a fair-sized map such as is found in one of the larger historical atlases and prepare a dissected map of the Italy of 1815. After reading the text-book, accompanied by a careful study of the map, arrange these pieces in groups to correspond to the differences in the problems presented of bringing these together into a single unit."

The explanation accompanying the exercise follows:

GROUP ONE

Nucleus.

GROUP TWO

Territory under Ferdinand II and territory of papal states. People's opinion against ruler and for a united Italy. A concise military move would dethrone Ferdinand and unite this territory.

GROUP THREE

Small northern states, all dissatisfied with rulers. A little propaganda and help will lead to overthrow of rulers. People in favor of unity.

GROUP FOUR

Lombardy-Venetia may be taken from Austrian control by awards, for help to Prussia and France, by favorable treaties.

GROUP FIVE

Rome occupied by French. Italian operations may cause withdrawal and occupation will render it Italian. (See two pages following.)

Group One

H. Shoemaker
7th

Kingdom of Sardinia

Group Two.

Two Sicilies.

Papal States
except
Rome.

Group Three

Tuscany.

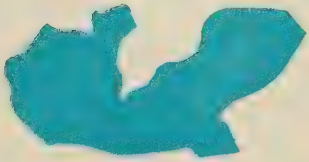
Modena

Lucca

Parma

Romagna

Group Four



Lombardy

Venetia

Group Five

Rome

H. Shoemaker
24.

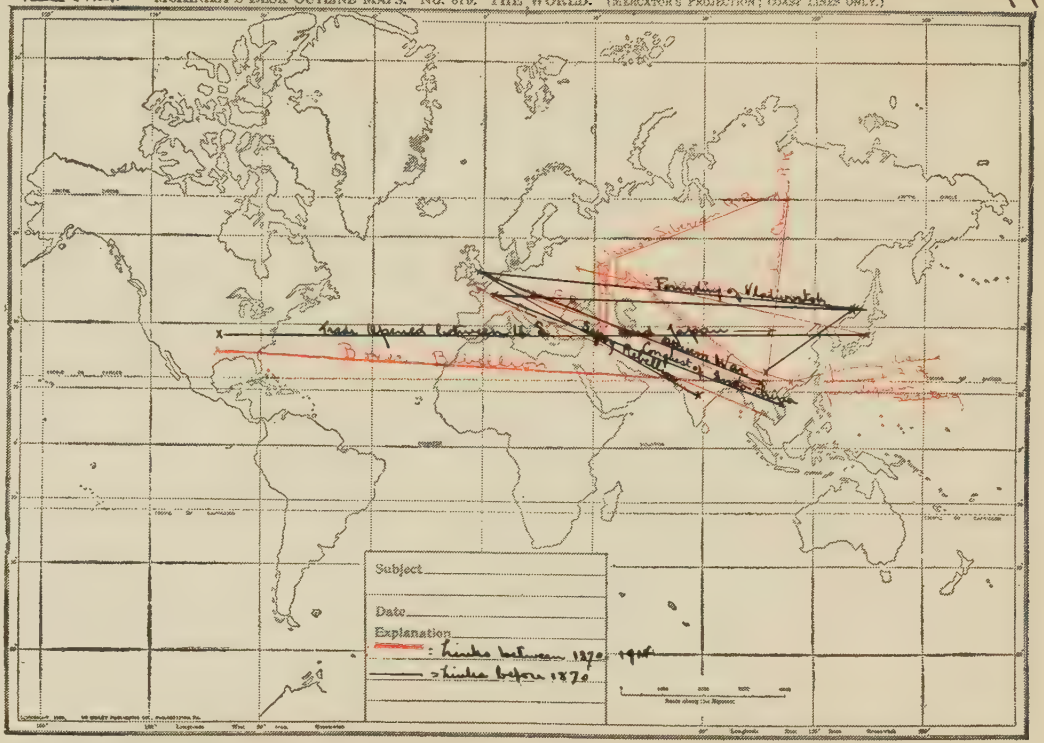
LINKS BETWEEN THE FAR EAST AND THE WEST

In this and the two following types of map work, the map makers have sought to make the map tell the story of certain important relationships. In this case it is the operation of certain factors in shaping the history of the Far East. This tenth-grade girl has submitted the map as an answer to the following problem: "With the aid of the map on page 326, Knowlton and Howe, checking against it facts gleaned by a reading of the text-book (Secs. 134–136), indicate on a world map (1) the early links with Europe prior to 1870; (2) the new links, formed between 1870 and 1914. Show these links by running lines between the part of Asia involved, and the European country with which it was associated (possibly using different colors for the two periods), and indicating in connection with each link the event or development which was responsible for that particular contact." The red lines on the map represent such links as the Trans-Siberian Railroad, the Russo-Japanese War, the Russo-Turkish War, the Eastern Chinese Railroad, Germany obtained mining and railroad privileges in Shantung, the Boxer Rebellion. The black, Trade opened between the United States and Japan, founding of Vladivostok, the conquest of Indo-China, the Opium War, and the Sepoy Rebellion.

May 24/23
Time = 1 day.

McKINLEY'S DESK OUTLINE MAPS. No. 81b. THE WORLD. (MERCATOR'S PROJECTION; COAST LINES ONLY.)

Helen Speyer



THE MEDIÆVAL PERIOD

By a tenth-grade boy. Based upon the study of several wall maps depicting various changes marking the Middle Ages. Each student was to select those details which he regarded as most vital and show the makings of the mediæval world, *i. e.*, what actually went into it, to determine its character. One of the problems connected with the brief survey referred to in connection with the problems in Group II, pages 65–66.

The Medieval Period

PARTICIPANTS AND TERRITORIES INVOLVED IN THE COMMERCIAL WARS

By a tenth-grade boy in answer to the following problem: "On an outline map of the world show the territory involved in the commercial wars and on it, if possible, write the names of the principal articles of trade or the resources which gave it importance at this time." It illustrates the possibilities of indicating territorial relationships by circles and lines. Note the statement accompanying the key that "the countries within the circle are the participants of the wars. Without the circle they are the territories involved."

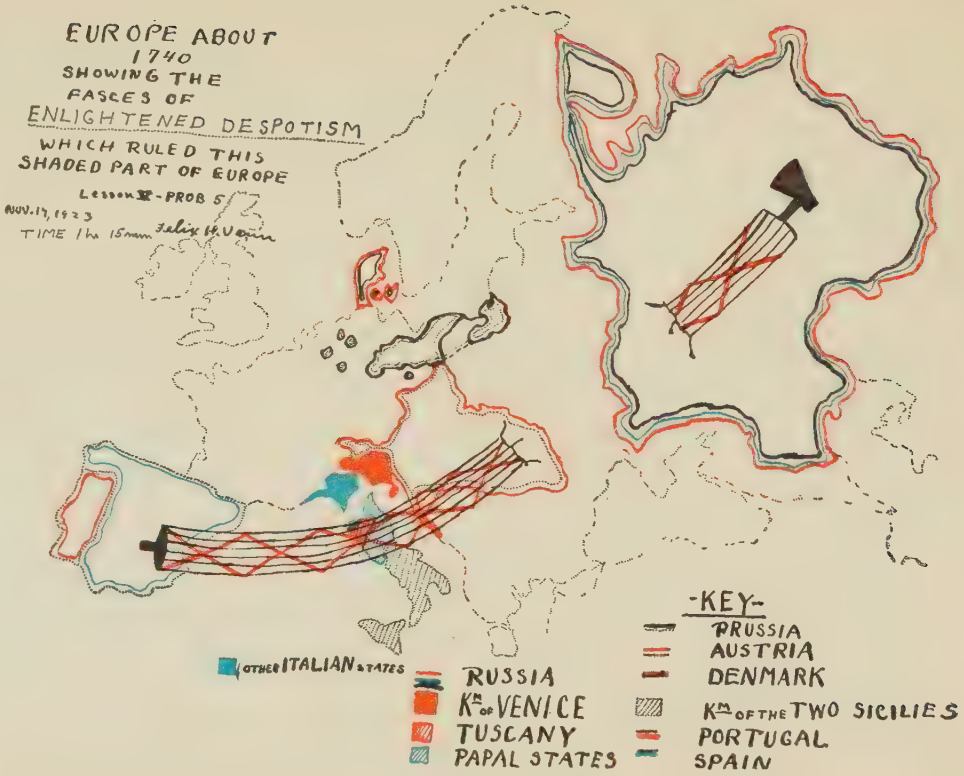
Participants and territories at stake in the colonial and commercial Wars

AMH
1-14-23
VII-11
LEFAX FILING INDEX

Installment.

THE ENLIGHTENED DESPOTISM

In this map by a tenth-grade boy, and in the one on page 107, the conventional and the pictorial have been combined more or less effectively. Mussolini and the Fascisti apparently suggested the symbolism used here. This illustrates a transfer of some of the work in current events to the field of history which was being covered.


EUROPE ABOUT
1740
SHOWING THE
FASCES OF
ENLIGHTENED DESPOTISM
WHICH RULED THIS
SHADED PART OF EUROPE
Lesson X - PROB 5
NOV. 19, 1923
TIME 1 hr 15 min
Felix H. Upjohn
-KEY-
PRUSSIA
AUSTRIA
DENMARK
KM OF THE TWO SICILIES
PORTUGAL
SPAIN
OTHER ITALIAN STATES
RUSSIA
KM OF VENICE
TUSCANY
PAPAL STATES

GROUP V

WRITTEN WORK

Outlines, analyses and summaries are common forms of written work in history. They do not often represent the student's own interpretation of what he has been studying. They are frequently mere exercises in English composition, possessing little value as revelations of the real nature of historical study. Work of the type shown here parallels that of a graphic nature. There are a great many possibilities in this field, as the work here indicates. In some cases the exercise takes the form of a modified source-study. This is not necessarily true, although every effort is made to place the student in direct contact with the realities which he is trying to appreciate in the form of narratives of the time, old letters, diaries, documents in the original, etc. Among the stimulating and suggestive books covering this aspect of teaching are Keatinge: "Studies in the Teaching of History," and Gibbs: "Exercises in English History." See also Miss Madeley's "History as a School for Citizenship," which has been referred to earlier, page 3.

These scenes from the life of Luther have been selected because of the emphasis which their authors have placed upon the actual historical data involved. They are based upon the text-book narrative, supplemented in one case, as will be seen, by a bit of delving in the library in search of Luther's own statements. Writing of this kind may be more successful from the literary and dramatic standpoint than from the point of view of fidelity to the actual scene and its reproduction by the writer.

ACT I. SCENE II

Time: 1517 A. D.
Place: Wittenberg, Germany
Characters in scene: Martin Luther, Group of Students
Scene: Classroom in the University at Wittenberg. Luther is having a class

MARTIN: The laws of Aristotle are many, and are widely known and taught. For months I have taught them to you, but after years of study, I ask you the one problem of my meditation. Who was Aristotle? Only an ancient heathen. What did he know about Christianity? Nothing. He lived and died before the birth of Christ. Turn to the Bible, the true story of our Saviour. Read it, study it, obey it.

(*Student rises.*)

MARTIN: You may speak.

STUDENT: This is all very well for trained students who read Latin, but to the common people, Aristotle is more easily read, and understood.

MARTIN: None of my pupils shall teach anything for the sake of convenience, I hope. I teach the truth, and the truth shall be taught by my followers.

STUDENT: If you will pardon me, no man can change such things as you have spoken of in a lifetime. Besides, the gracious Pope has proclaimed these laws true, and who can deny his holy word?

MARTIN: The Pope is but human. Where does his power come from? Man, not God. He is no better than I am.

STUDENT: You, then, dispute the right of the Pope. How could an ordinary man have ability to rescue damned souls from purgatory? Could you gain authority to sell indulgences? They come from God alone, and not man.

MARTIN: An indulgence is merely paper. It is the Pope's way of collecting money. What good is it to you after this life? They cost twenty louis, also. If one obeys God as he thinks best, and remains pure and holy, one does not have to go to purgatory at all. So why not learn to read with this money, so that you could read the Bible?

STUDENT: My forefathers bought indulgences for centuries before me. I will not change my family customs for a man of thirty or less.

MARTIN: That is not necessary. You are my pupil, and I have merely advised you, as a teacher.

THE DIET OF WORMS

(*Second Day*)

Scene: A large room. In the centre is a table around which ten chairs are placed.
Enter two guards. They stand at each side of door.

FIRST GUARD: Tell me, friend, what this diet is meeting for? What is the trouble?

SECOND GUARD: Don't you know what the council is about? Why, it's about Martin Luther.

FIRST GUARD: Who is he?

ANOTHER GUARD: Oh, he is just a peasant who revolted against the church. The Pope sent him a bull of excommunication which he burned in front of students and priests, and even the citizens. He has been writing some pamphlets about his religion, and I am reading one. I have rather a hope he will win.

ANOTHER GUARD: But he has sinned against the Pope and the church.

FIRST GUARD: Hush! Here they come.

Enter the HOLY ROMAN EMPEROR, *the seven princes and some bishops and abbots, and lastly* MARTIN LUTHER. *They converse in low voices a few moments, all except* MARTIN LUTHER, *who stands apart from them.*

HOLY ROMAN EMPEROR (*rising*): Most illustrious princes, and most clement lords. We are met here for the second time to hear the accusations against Friar Martin Luther. We will now hear the complaints.

A PRINCE (*rising*): Your most Christian Majesty, I accuse Friar Martin Luther of writing complaints against the church, and putting them on a Wittenberg church door for the purpose of destroying the church.

MARTIN LUTHER: Destroy the church! What proof—

HOLY ROMAN EMPEROR: Silence! The proof is enough.

ANOTHER PRINCE (*rising*): Your Majesty, I hereby accuse Martin Luther of burning the bull of excommunication which his Holiness the Pope sent him for just and righteous reasons.

A BISHOP: Your Majesty, I now give oath that what his Highness has said, is true.

PRINCE OF SAXONY (*rising*): Your most gracious Majesty, I accuse Martin Luther of writing accusations against the Pope and church in his pamphlets. I speak for myself and the assembly when I say that he should be punished.

All the men say, "Aye" softly, and nod their heads and look at each other. While they are doing this, the PRINCE OF SAXONY *leans toward* MARTIN LUTHER *and whispers, "Take courage."*

PRINCE OF SAXONY: Therefore, your Majesty, he should be imprisoned in a tower or dungeon. I have just such a tower as is needed. Let us put him in there.

HOLY ROMAN EMPEROR: We will consider your offer, Your Highness. And now, Friar Luther, you have heard the accusations against you for the second time. You have been given the day you asked for. Speak! The assembly is waiting. Do you, or do you not, stand for the sentiments you have expressed in these pamphlets? [MARTIN LUTHER *it is suggested could say the first time, "Most Serene Majesty, most illustrious Princes, and most Clement Lords," and the last paragraph of Martin Luther's answer the second day of the Diet of Worms. This may be found in "The Library of the World's Best Literature," volume XVI, pages* 9328 *and* 9332.]

After LUTHER'S *speech the nobles, of course, show surprise. Then the clerk of the* HOLY ROMAN EMPEROR *gives the edict which can be found in the same volume of "The World's Best Literature."*

The guard opens the door, and they all go out two by two. The HOLY ROMAN EMPEROR *first, and* MARTIN LUTHER *last.*

CURTAIN

The whole Protestant revolt was dramatized, each student selecting the episodes most suitable and presenting his version of the action. Five episodes were agreed upon, each representing an act. This act was selected by the class as the best one submitted covering this particular episode. By an eighth-grade girl.

ELEANOR FLEXNER

November 7, 1921

REORGANIZATION OF GENEVA

CHARACTERS

John Calvin	Eleanor
A Clerk	Ella
Two Messengers	Sanderson—William
The Mayor	Wilma
A Protestant Minister	Katharine
A Zealous Catholic	Jewell
The Pope's Legate	Tom
A Page	Walter
A Guard	Arthur

Scene: Calvin's Office
Time: 1536

When the curtain rises, Calvin is dictating to his clerk. Presently, he calls a Messenger and tells him to fetch the Mayor of Geneva. The Messenger exits and a minute later, the Mayor enters. Calvin asks him the population of the city and the religions. The Mayor answers that Geneva's population is 25,000, a measly 200 of which are stubborn Catholics, the rest Protestants. The Mayor then goes out. The Page then announces a Minister who comes in and complains of the doings of the Schwartzes, a rich Genevan family who are dressing richly, giving dances and banquets and spending money extravagantly, all three things being prohibited in Geneva. Upon being promised attention, he begs for money for his church, and is referred to the secretary

outside the door. The Minister leaves and the Page then announces a citizen. The Citizen, who is an ardent Catholic, enters and begins raving about the injustice and outrageousness of the reorganization. Calvin calls a Messenger, who calls the Guard, and the Catholic is led off to jail. The Pope's Legate is then announced. He enters and begins remonstrating about the arrest, for he has met the Guard and his victim outside. Calvin tells him to mind his own business and the Legate then commands him to return to his allegiance to the Roman faith. Calvin refuses, and the Legate then goes out, leaving the Papal Bull of Excommunication with him. Calvin reads it, tears it up and goes off into a raging fury. The Clerk hovers around him, bidding him to restrain himself and Calvin then brings his fist down on the table and shouts, "In spite of Popes and Princes, my work *shall* go on."

The following scenes from the French Revolution represent efforts to reduce the text-book narrative to a single scene or two which could be re-enacted informally in the classroom with a view to fixing the actual event firmly on the student's mind as a real occurrence. By eighth-grade pupils.

RUTH BROWN

May 17, 1923

ANNIVERSARY OF TENNIS-COURT OATH

Scene I

Just inside doors of Assembly Hall in the waiting-room, all sorts of people come in and when they go into the main hall the voice of the president can be heard attempting to quiet the people but interruptions break all the order previously obtained. Finally, when everyone is out of the waiting-room, some one can be heard shouting: "To the Palace to visit our King." At this the mob rushes out in wild confusion to the palace.

Scene II

Just outside the King's apartments, the mob rushes to the doors and begins hammering on them. The King himself admits them and stands in a recess as the mob files by hurling insults at him and demanding all sorts of things. When they are all assembled the King declares that this is no time or place to revoke decrees. Declaring himself a true patriot and taking the red cap of a man nearby, he is on the point of drinking the health of the nation in a glass previously used by a soldier, when the National Guard appear. They find the Queen and Dauphin in the next room behind some tables, insults being continually thrown at them. The mob is finally persuaded to go to their homes. Thus ended the first "visit" to the King.

MAUD SARGENT

THE FALL OF ROBESPIERRE

Scene I

A man, Saint-Just, is reading the accusation condemning several men to death, and somebody interrupts him and pushes on to the platform, shouting, "I ask that the curtain be torn away." Everybody gets up and shouts: "It must, it must!" Everybody tries to push on to the platform. The chairman tries to restore order but it is impossible. Robespierre and some friends try to make themselves heard but as they reach the platform the disorder becomes wilder and all the people shout, "Down with the tyrant!"

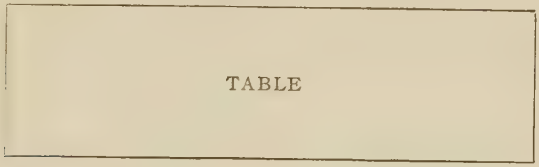
Finally the president gets the convention a little quieter and Robespierre says, "For the last time, will you give me leave to speak, President of assassins." A conspirator cries, "President, is this man to be master of the convention?" People decree his arrest but nobody dares to carry it out.

He leaves for the city hall to arouse the people against his enemies. Some men break in and shoot him. He falls on the floor with a shattered jaw. Next day he is guillotined.

BANQUET SCENE

Place: Versailles
Time: October
Scene: Banquet Hall

Soldiers standing around. King, Queen, bodyguard, old soldiers, new regiment.
Large Hall with table in middle filled with choicest fruits, sweetest wine, and tender meats.



(Each of persons taking part was assigned his place at the table.)

OLD SOLDIERS (*entering*): 'Ray for a real feast. (*Take their seats.*)

(*New soldiers enter.*)

OLD SOLDIERS: Three cheers for His Majesty's new forces. (*Commanders shake hands.*)

OLD COMMANDER: Let us give a toast to the health of His Majesty. (*They drink.*)

NEW COMMANDER: A toast to the success of the Queen. (*They drink.*)

(*Trumpet sounds. Enter King, Queen, and attendants.*)

Charles, Charles L., Jette, Sheldon, Kathleen and Ruth get up, tear off cockades and shout, "We belong to the King only, and we are ready to die for him. Let us go back to his uniform and our white cockades." Sing, "Oh Richard! Oh my King, all the world abandons thee, but not I."

This synopsis by an eleventh-grade boy was submitted in lieu of the more formal analytical statement which he was asked to prepare of the steps leading to the formation and adoption of the constitution.

CARROLL DUNHAM SMITH

THE AMERICAN PEOPLE PRESENT AMERICA'S EMERGENCE

AT THE

UNITED STATES THEATRE INC.

Time: 1765–1787
Place: America

ACT I. America differs with England.
Scene 1. New York 1765. Stamp Tax Congress meets.
Scene 2. Boston 1774. Committees of Correspondence formed.

ACT II. America takes definite steps to show divergence.
Scene 1. Philadelphia 1774. Continental Congress formed.
They act: American Association formed.
Declaration of Rights.
Petition to King George.
Scene 2. Philadelphia 1775. Second Continental Congress formed.
They act: King George acknowledged.
Washington made Commander in Chief.
Army of 15,000 men formed.

ACT III. America declares her independence.
Scene 1. Philadelphia 1776. Declaration of Independence.

ACT IV. America wins fight.
Scene 1. Paris 1783. The Treaty of Peace signed.

ACT V. America put under stable government.
Scene 1. Philadelphia 1781. Articles of Confederation made.
Scene 2. Philadelphia 1787. THE NEW CONSTITUTION formed.

These two letters were written in answer to the following problem:

"The following extracts are from the dispatches of the American minister at Berlin in March 1848. [The dispatches follow.] Assuming that you were a newspaper correspondent at the time, submit the outline or substance of three reports or write-ups, bearing different dates (covering the same revolutionary movement or different manifestations of the unrest, as you may prefer), which would represent your version of what happened and its real significance. For example, you could remain in Spain throughout the revolutionary unrest of the 20's, or you could move about, visiting the various countries involved." These were based upon Knowlton and Howe, Secs. 98–104.

In this case the author (a tenth-grade girl), submitted only two, in the form of letters, but they are unique in the atmosphere created and in the actual selection of materials for presentation.

ZARA MOXHAM

November 20, 1923

February 22, 1848

DEAR TOM,

To-day was the day on which the large banquet, held by the reformers and journalists, was to have been. They hold these banquets to air the grievances of the people. In our own country, people will be celebrating George Washington's birthday and here they are fighting and killing one another. The ways of people are strange, don't you think so, Tom?

The streets are crowded with people celebrating the event of the banquet. All of them happy and untroubled, calm as the day itself. The day was heavenly and soft and balmy. Spring comes early in France, dear, I wish you could be here. About two o'clock a regiment of soldiers came out to clear the streets and a proclamation was issued by the minister, that no banquet was to be held. Such indignation you have never seen in all your life. The people were up in arms in as short a time as it takes to say Jack

Robinson. The most dreadful riots went on all day and as quite a few people have been killed, we have been ordered to stay in the house until notified, hence this letter to you. Meetings have been held right in the public streets, mind you, in which the people openly defy the king. It seems quite dangerous to me but any excitement is welcome, when one is in a French school. I shall be so glad to get home, that I won't know what to do.

Give my love to every one at home, especially Mother.

From

Your loving sister,

(Signed) JOCELYN.

P. S. This letter is not in the least personal except in the end. It is meant to be absolutely historical.

ZARA MOXHAM

November 20, 1923

February 25, 1848

DEAREST TOMMY,

I still am kept in the house so here is another letter as I thought you might be interested to know how things have turned out.

To-day, a Republic was formed—wasn't that quick work? Three short days—imagine it! The king and his government fell amid great rejoicing amongst the people. It shows how unstable that government was. Let's hope this will be better. It is run by the people and the followers of Louis Blanc, a well liked man among the people. They have almost gone mad with joy. Fireworks, bonfires, every sort of illumination is used. They dance and sing their wild songs thru all the streets and an atmosphere of dangerous friendliness runs thru the whole thing.

This must be short as Mlle. has just called us for dinner, so goodbye dear.

Love,

(Signed) JOCELYN.

The class had read the historical introduction to the Communist Manifesto. The two letters which follow were in response to the following exercise or problem: "In an imaginary letter to a friend, written *at the time*, comment

upon this document, pointing out what conditions inspired it, how far it seems to fit them, and its possible effects upon those who might read it at that time. Point out whether it would or would not, be understood by the rank and file of people." (Tenth grade.)

New York City
April 10, 1923

DEAR ——:

You gave me a hard job when you asked for my opinion concerning the Communist Manifesto.

To begin with I think one of its most noticeable features is that it is not written in language that can be understood by the masses. Its last phrase, "Workingmen of all countries unite!" is about the only one that would actually "strike home" to the average workman.

The discussion of the history of socialism and its inevitableness, I think, is more a definite statement of the meaning and aims of socialism by the organizers of the socialist movement to the heads of governments and industries of all nations, warning them that the proletariat means to revolt and try to obtain social and political equality.

It seems to me that conditions caused by the Industrial Revolution such as the extremely low wages of the workman, long working hours, poor working conditions, and woman and child labor, while the bourgeois class constantly gained in power and wealth, caused the working class to revolt and demand what they considered their rights.

However, it seems to me that the Manifesto would have more meaning to the leaders of the masses than the masses themselves.

I hope this discussion will be a lot of help to you in your History work.

Sincerely,
(Signed) HELEN SPEYER.

July, 1847

DEAR FRIEND,

Have you read the new Manifesto that has just been issued? I do not know whether the text of it will reach you before this letter, but I'm going to tell you my impression of the Communist Manifesto, as I read it in the newspaper

this morning. It seems to have been written by two young Germans and it is going to be published in all languages. It is a proclamation urging the workmen of all countries to rise up and put down the bourgeoisie. They certainly do inspire one against the bourgeoisie. And I think that most of its contents are true. Of course you have heard of conditions here, long hours and low wages. Why the working man of today has not even the right to self organization. It is the bourgeoisie who have done all this, because it is they who invented and are in charge of this factory system. Thus, they are responsible for the wages and hours of their employees. I think it is all this that inspired young Marx and Engels to write the proclamation. However, I think this document will help a great deal toward the condition of the proletarians. Besides having the effect of the spreading of communism and socialism throughout Europe I think that if the bourgeoisie do not give up directly when they read the article, there will be another general uprising on the part of the workmen. However, I am not sure whether the ordinary laborer will understand it or not.

(Signed) A. M. Pappenheimer.

The following tenth-grade exercise calling for an analysis of the various points in Bismarck's policy was completed (including the reading of the text) in one hour. The problem was phrased as follows:

"Submit such a memorandum as Bismarck might have submitted to King William, setting forth just how the country might be united, noting step by step just how you expected to proceed and indicating clearly just the co-operation and help you expected. Arrange this so as to cover the obstacles to be overcome, the relative difficulties each presented, the means to be used in each case, and the result expected. Show the connection of each step with the other. (In preparing this make a careful study of the actual steps taken by Bismarck and the object sought in each case. Do not use the form of a table. Make it a real document such as might have been drawn up at the time.)"

1 Hour

Private Memorandum to
King William I
Emperor of Prussia
from
Otto von Bismarck
Prime Minister of Prussia

On what general steps should be taken to unite Prussia and the small states of the Confederation.

General Outline

A. As you have suggested and already tried to put into effect; reform the present army and build up a strong one:
1. Three year service.
2. Increase of recruits from 40,000 to 60,000.

(Note: Pass the reform over the lower house by twisting the wording of the constitution, Article (X))

B. Make any break with Austria that is possible.
1. The most probable occurrence in the near future that would bring about a break would be on the Schleswig-Holstein question.

C. Steps to be taken as soon as Austria shows the slightest resentment or protest on any question.
1. On pretext of any war that should occur, make a treaty that not only would not be helpful to the Austrians, but would give rise to some protest.
2. Make some commercial treaty or political agreement with some other country that would offend Austria.

(Note: Austria in this case would probably appeal to the Diet of the Confederation and in that case the rest would be easy. Prussia could declare herself not under the laws of the Confederation and she could propose some plan advantageous to herself.)

3. At this point war would be inevitable but we should wait until Austria declared it.

(Important note: Before war is absolutely imminent the

rest of Europe must be forestalled. The best way would be to promise territory to Italy and perhaps France and to secure either the alliance or the friendly neutrality of these countries.)

4. As soon as war is declared our armies which by that time should have been well drilled and disciplined would be rushed to the front.

(Note: On the success of the battles depends our result. However, with our well-trained and large armies, it should not be hard to win.)

D. Steps to be taken if we are victorious.

1. Secure some of the larger states and have them unite with Prussia.

(Note: If we have Austria at a disadvantage it would be easy to procure some of her territory but the other states would be more essential and besides that fact we may need Austria as an ally later on.)

2. Austria could be excluded from any union and the other states could be united.
3. France would expect some reward for her mediation and if Prussia refused it would speedily lead to war which, if successful, would lead to the German Empire.

King William I,
Emperor of Prussia

These points just enumerated would, of course, present their difficulties and would perhaps not come out at all. This is the most probable series of events as the tables stand at present. Of course it is probable that there might not be a war over the Schleswig-Holstein question and in that case no treaty could be made to offend Austria. But at all odds Austria must be offended. As matters stand at present Austria has as much claim to be a ruler of the German Confederation as Prussia. If, however, Prussia gains the whip hand Austria can be made to retreat not only on the battlefields, but also from her claims to the states. If Prussia should triumph over Austria in the treaty that would follow many or perhaps all of the small and large states could be united with Prussia.

The only difficulty that might be experienced after that would be a break with France. This would not really be a difficulty for if it led to war Prussia would probably be victorious and Napoleon III would be overthrown.

You see, however, that it mostly depends on our strong armies and they should be well taken care of.

OTTO VON BISMARCK,
Prime Minister.

The following is an eighth-grade statement of the causes of the American Revolution from the standpoint of an Englishman of the time. The class made a study of the principal events leading to the revolution with a view to justifying or condemning the action of the colonies. This was prepared in the form of a speech to be delivered at a mock session of the House of Commons. It was to be a résumé of all that had happened between 1763 and 1775. The class took sides, each preparing a set speech. This one was delivered by the leader of the side upholding England. The girl who composed it was representing the Prime Minister.

HISTORY DEBATE

GENTLEMEN:

We have met today to discuss the difficult American Problem. I have talked to His Majesty, and as far as I can gather, he leaves the settlement of the problem entirely to us.

I believe that the Colonies are really not so very dangerous. A few regiments sent over there will keep them toned down. As for the argument about the territory west of the Appalachians, I really think that all the Indians would be killed, all the forests hewn down, and then where would our trade be? Indeed we have not overmuch trade with them as it is. They really ought to be grateful for the assistance we gave them against the Indians.

We spent $2,000,000 on them and they must pay their share. The people here in England will be made paupers, if they do not at least pay part of their up-keep. I myself have seen poor English families sell their last cow or pig or

even their home, because they must pay the taxes to support the Colonial beggars. First we put taxes and duties on the products exported; they will not trade with us. Next we take off every tax, excepting one on tea which is lessened so much that they get it cheaper from England than from any other country. Again they will not trade or buy.

The way in which they abuse officials appointed by his Royal Majesty is awful. For instance: Some time ago a sentry was pelted with snow. Some comrades came to his assistance and in the scuffle a man was knocked down. Some unknown man gave the order to fire and several were killed and wounded. Then the English are called murderers! An Englishman can scarcely lift a finger but he must be abused. Their disgraceful conduct at the Boston Port is another instance of their insolence. The captain said, indeed, that they were Indians, but if they were, they were surely put up to it by white men.

Boston must pay for this tea. Am I right in saying that our merchants hazarded $75,000 on that expedition? Boston must pay for this. Shall England have to stand this insolence and degradation forever? No! We must, if we can find no other way, resort to arms. Under the Quartering Act, the soldiers must be housed, and if we send over a few more soldiers we can show what strict order and discipline will do. The Administration of Justice Act will surely take care of what shall be done about courts, judges, and jurors. I have heard a dark rumor that the judges are bribed to give the verdict in favor of the Englishman in the case. If this were so, would this not in itself be a violation of the Act? Also they think that we are scheming to destroy them by the Quebec Act. All we want is their trade. Would we not seek to deal as pleasantly and fairly as we could if we wanted that? Of course. Why should the French worship as Protestants, when in their hearts they are true Catholics? If these people want fairness they should recognize it when they see it.

I will now endeavor to prove that the action called for in the following act and otherwise, was a fair and necessary procedure.

The Boston Port Bill was drawn up so that the Bostonians

will pay back the money which they heedlessly threw into the sea. Every cent must be paid back, for if they are not forced to do this, and another happening like this occurs several merchants will be bankrupt.

I have heard dark rumors about the Quebec Act which undoubtedly has led to the misunderstanding about it.

Why should not a Catholic worship his own God? I see no reason why he should not, but the Presbyterians in Massachusetts have made a big fuss about it. Did not some, even most of them, go to America on account of religion? England has changed some since then and seen fit to have everybody worship as he or she pleases; but the colonies are narrow-minded and see nothing the way everybody else sees it.

As to the Regulating Act "A house divided against itself cannot stand," and if the Colonists insist upon going one way while the home government sees fit to go another either one or the other will have to give in. We have succeeded in breaking up the town and settlement meetings and enforcing the British law, therefore the Colonies will probably give in. The meetings were creating great disturbances and England acted as wisely as possible under the circumstances.

The descriptions which follow were based upon text-book accounts of life in England and in America during the colonization period. They are drawn primarily from Botsford: "Brief History of the World" and Bourne and Benton: "History of the United States." Three separate exercises were set, not necessarily connected. The topics assigned were the following: "Why my Father thought he could make a better Living here and what he found"; "What it meant to me (a boy or girl) to leave the Homeland and come to America"; and "Why my Father came here to enjoy greater Freedom and the kind of Freedom which he found in matters of Government." Eva March Tappan's "Letters from Colonial Children" was suggested as a model in case the class wished to use this form of expression.

MY LIFE AS A GIRL IN ENGLAND AND IN AMERICA

The Diary of Patricia Flynt

January 29, 1755.

It has been a cold wintry day to-day. There has been a big blizzard, and now the snow has drifted high and he who is out on such a night as this, I pity.

As I sit here beside our great, glowing fireside and write this, I think of the people in New England. They must come near to freezing on nights such as this, yet, it must be fun to be there, and go out skating on the ponds in the way cousin Muriel says that they do. Her letters are always full of interest.

I did not have my French lesson well learned today, and Monsieur gave me a sound scolding, which the Mother says I justly deserved.

I went a-visiting to Priscilla's and we played dolls the while her brother was making a doll's house for us. On such a day London is dreary for we cannot go to the parks and it is to me like being caged.

The Mother calls, and says that to bed I must go, "so endeth the day."

February 20, 1755.

The snow still lies upon the ground, but it is frozen now and much more pleasant for us to walk on.

Priscilla and I and Priscilla's two brothers went with Madam Dearborn (Priscilla's mother) to the park. Priscilla's brothers John and Charles played with the snow and had snow fights, but we, being girls were not allowed to join them. Oh, but I did long to play in the snow too.

The days are long and weary and there is nothing more about which to write, so I must end before this account becomes dull.

March 31, 1755.

I have great news to write but I must begin at the beginning and tell each thing clearly to the end and so I will tell as much as can be set down on this page.

Priscilla and I being fourteen my mother and Madam Dearborn have decided that it is time to cast aside doll playthings and learn to do things which girls our age usually know. Madam Dearborn had me come to her home and she taught Priscilla and me to weave tapestries. Tomorrow, the Mother who is of musical turn will teach us a few things on the harp.

It was all of great interest, and I stayed late at Madam Dearborn's and had to be sent home in her carriage. The Mother met me at the door plainly excited but not a word would she say until I came to the table for our evening meal. Richard, my brother, knew nothing of it either and we were both eager to know.

When we were all seated Father told us the story, "How Better Opportunities" were open to us in America, and also more freedom, and he had taken passage on the *Renown*, and we are to sail the tenth day of April!

I am too excited to write more, and so I will end this here.

August 20, 1755.

This is our first night on American soil. We arrived long after the date set for our arrival because a storm of exceeding force blew us far from our course. The Mother was dreadfully ill, and so were all the women on board, but I kept as much as possible in the open air, and fared better than most.

We are staying at cousin Muriel's for the present until our home is completed. We are very comfortable, for aunt and uncle are doing everything they can to make us happy.

I found time hanging heavily on my hands on shipboard and so I wrote about my last day on English shores. My journal was in one of my boxes and so I wrote it on a piece of plain paper, to be copied afterward and it got lost, so I must tell it all again.

I felt sad after saying goodbye to dear Priscilla, and Madam Dearborn, for they had been very kind to me, but after we were in the stagecoach on our way to Liverpool my spirits revived. Father had business in Liverpool, so we arrived a day early, and the Mother and I went to the shops and bought things to take to America.

Cousin Muriel calls me now so I must go.

October 14, 1755.

What a happy time this has been! Today we moved into our new home!

I like my room and the kitchen best of all. The kitchen is by far the largest room in the house, although all of them are spacious. At one end of the kitchen is an enormous fireplace, with room enough on both sides for a bench. On one side is a bench for Richard, and on the other side is one for me, where we eat our meals, as we are not allowed to eat with our elders. Over the fireplace hangs a great brass pot, which is the Mother's pride.

I have a tiny room up under the eaves, all to myself. I have a beautifully carved oaken bed, and the Mother made me a lovely blue silken coverlet, to match the blue silk canopy. I also have a lovely long mirror, which Muriel delights to look into. She begged so hard for one that uncle has already gotten her a beauty and she is perfectly satisfied.

We will eat in the kitchen except on very fine occasions, and then we shall be served in the dining-room.

Our house is one of the largest in Boston, and we have had many visitors today.

December 25, 1755.

Today was Christmas, and we had such a gay and happy time. Muriel, aunt and uncle, and Muriel's brother, cousin Tom, came to our house for the noon and evening meals.

We had a great yule-log, just as they do in England. Although it isn't often done here, father and Mother gave me a present. What do you think! Father sent all the way to England and bought me a beautiful spinet.

We were let off for two days at Christmas, and it was a relief to be out of reach of the master and his great birch rod!

We had to go to church at six this morning, and I was very sleepy, but I managed to keep awake, for I fear greatly the terrible tithing master!

JEWEL MARTIN.

THE GOVERNMENT MY FATHER FOUND IN ENGLAND AND THE GOVERNMENT IN AMERICA

My father was a weaver and found good trade in England, with all the fine merchants. Consequently we lived happily until Charles I began to have trouble with parliament. As he took no interest in trading and merchandise, the merchants could not do much, and had to lower their prices. Father, if he wished to sell anything had to cut his prices almost in half. In this way we became reduced almost to poverty. Then Charles was beheaded, and Oliver Cromwell became head of our nation. In spite of his claim to piety, Cromwell's government proved as corrupt as any.

Father decided that we should move to Virginia in America.

On March 9, 1651, we sailed.

On arrival there, my Father sent at once to the governor and asked if he might have a grant of three acres of land. For a wonder, it was given him and we at once set up a little cabin.

Father again set up his loom and his trade grew quickly, for he wove good, strong, serviceable material which was much in demand.

After a while Father was elected to the Virginia assembly. Since King James, the assembly had been allowed pretty much to manage its own affairs. Although a governor was appointed, the assembly had almost full leeway.

JEWEL MARTIN.

A COMPARISON BETWEEN LIFE IN ENGLAND AND AMERICA
(1600–1700)

BY WALTER COLEMAN, IMPERSONATING JAMES CRAVEN
January 9, 1922

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CHAPTER I

OUR DEPARTURE FROM ENGLAND

My father, Thomas Craven, was a merchant of the middle class while he was living in England. His brother, William Craven, was the Duke of Birmingham and a great friend at court. My father lived with my mother and me in the town of Coventry which is near Birmingham.

At this time there was a lot of trouble in the country about Charles I's tyrannical treatment of the Puritans. Although my father was not a Puritan he sympathized with them while the Duke sided with the King. Naturally there was some ill feeling between the two.

One day when Charles I and the Duke of Birmingham were alone together, Charles I asked the Duke if he could help him raise some money which he needed because Parliament would not grant him any. The Duke thought that this would be a good chance to get even with my father so he told the King that he thought his brother, Thomas Craven, could lend him some.

A few days later my father received an invitation to dine on the following day with the King and of course he accepted. The next day there was a banquet at Court and my father was seated on the King's left. In the course of the conversation Charles I asked my father to lend him 2,000 pounds. My father didn't own half that much so he politely answered that he could not afford it.

"But," said the King, "I need it more than you do and a loyal subject should be willing to suffer a slight inconvenience for his King."

"But, your Majesty, are there not others in this country who could afford it better than I?" said my father.

At this the King muttered something about putting him in prison and asked my father to see him in the drawing-room after the meal.

When the banquet was over instead of meeting the King as he had proposed, my father, fearing a punishment for his refusal, hurried home. When he reached home he found to his dismay that the King's soldiers were following him. He then took my mother and me and hid in the castle of Sir David Mallory who was a friend of his.

We stayed there for about a month and then finding that the King was hunting for us we fled to Holland. This was in the year 1627. In 1630 we got on a ship which was going to New Amsterdam in America.

We lived there for two years and then a trading vessel came up from Virginia. Deciding that we would rather be on English territory we went back with it.

At the present date (1635) we own a plantation on the James River and are living in Peace and Luxury.

CHAPTER II

OPPORTUNITIES FOR MAKING A LIVING

DIFFERENCE IN OPPORTUNITIES FOR MAKING A LIVING WHICH MY FATHER HAD IN ENGLAND AND AMERICA

In the time of James I my father was prospering very much as a merchant. He owned fine large trading vessels

which carried on trading with America, India, and other British possessions.

But when Charles I became King (1625) business began to decrease. Taxes became higher. Charles I lost all interest in trading. In 1626 one of his ships was wrecked off the Cape of Good Hope.

Therefore when the King needed money my father was in no condition to lend it.

When we went to Holland prospects did not look very much better. My father bought a small cottage and a piece of land and got a job on a canal boat. This was not a very pleasant job but it was the best he could do. Mother kept house at home while I delivered milk. In a year, after much labor my father had saved up enough money to buy a windmill and a few cows. Then we made some money by grinding corn for the neighbors and selling milk. We also grew some vegetables.

In 1630 my father was glad to get a chance to go to America for he was having a hard time as it was. When we got to New Amsterdam my father bought a house and some land and we started a farm. Later he bought some cows, for he had sold the ones which he had left in Holland, and we made our living off of the farm.

Later when we went to Virginia we bought a small plantation on the James River. Since then we have gradually increased our land, slaves and money. Now we are rich and prosperous in the land of Virginia.

CHAPTER III

My Life as a Boy

MY LIFE AS A BOY IN ENGLAND AND AMERICA

While my father was having all this trouble in England, I was having a fairly nice time. While we were still in England I went to school and took things pretty easy. I had lots of fun with my school-mates and occasionally I would get into a fight with somebody. My best chums were Thomas Leigh and William Mallory in whose father's castle we hid. Every Saturday we used to go swimming in a pond nearby

and sometimes we played hookey together, but we always got a licking from Master Samuel Edgeworth, our school teacher, when we got back.

I was sorry to leave England because I had to work hard in Holland. Every morning I had to deliver milk in a little dog cart and in the afternoons I had to work for my mother. Although I did not go to school there, I got many Dutch playmates. We had lots of fun skating on the ice in the winter time. When my father bought the windmill I delivered our milk instead of others. In the afternoons I had to work in the mill.

Our trip to New Amsterdam was pleasant and uneventful except for the close quarters on the ship. In New Amsterdam most of my time was spent working on the farm.

Where we are now I have a private tutor who comes and teaches me and I have lots of fun in the woods. I am now sixteen years of age and have almost finished my education. When I have finished I expect to join the English Navy.

CHAPTER IV

The Government

THE KIND OF GOVERNMENT MY FATHER LEFT IN ENGLAND AND THE FREEDOM HE FOUND IN AMERICA

In 1627 the government of England was far from prosperous. My father was not the only person whom Charles I tried to squeeze money out of. The trouble between Charles I and the Puritans was growing worse all the time and now a revolution seems almost inevitable sooner or later. As I heard a Puritan minister say once, they were "grieved to see so sinful a man sit on the throne of England and so wasteful a man squander their money."

In Virginia, although things are not as bad as then, we are having our troubles. Our laws are made by the Virginia Assembly and William Berkeley is the governor.

By James Craven.

Illustrating the different ways in which three eighth-grade boys (two working together) handled the same material,

viz., a narrative of the tasks involved in Henry IV's reconstruction of France after the Religious Wars. They were asked to portray this part of his career in not more than two scenes or to write it up in realistic fashion as though they were a part of the events described. The author of the diary has introduced references to the earlier portions of the king's career to give the "tasks" a better setting.

HENRY IV

JOHN CROLY

WALKER VORIS

(*Scene opens in a poorly furnished room of a peasant's home.* WIFE *and* BOY *of 18 in room.* WIFE *spinning and* BOY *kindling fire. Enter* HUSBAND).

HUSBAND (*in loud voice*): France is lost. Henry of Navarre is dead. (*Seats himself and stares blankly at fire.*)

WIFE: Then it must be true. We heard a rumor early this noon that our king had been assassinated, but nobody believed it. Where did you hear about it?

HUSBAND: Why on my way home from the fields, while I was crossing the large dam there was a large crowd gathered and I found in the centre of it a soldier of the king's guard. He was telling about it and said that he had been present when it happened and that nobody knew who the assassin was.

(*Door opens. Enter neighbor.*)

NEIGHBOR: Have you heard? He is dead.

BOY: Aye. We have heard. Why, it was only day before yesterday that he himself rode by the canal that we were working on. If it had not been for him I would not have the good work that I have now. Why, he made the road that goes from here all the way to Paris. It was he who started the canal I am working on now.

NEIGHBOR: It was my boy who went with Champlain and founded Quebec and now he wants me to go out there to live, and I'm going. If it had not been for our king, Champlain probably would never have made the trip.

WIFE: Yes, he was a noble man. Not like most kings,

but kind even to us peasants. Why it was he who ordered all those mulberry trees to be planted throughout southern France. I wouldn't be spinning here now if it had not been for those Italian weavers that he hired to teach us peasants how to weave and spin.

FATHER: Yes he certainly has done a lot for us and I am sure that we should be very grateful.

ALFRED BINGHAM

December 20, 1922

"I, a soldier of Henry IV's Army, do hereby present the following incidents from my diary."

Between 1580–1600

Monday: Began besieging Lory. No results as yet. Henry said, "When we come out of the fray, watch for my white plume."

Tuesday: Enemy weakened to a point of defeat.

Wednesday: Lory taken, we begin our march to Paris.

Sunday: Held service outside of Paris.

Monday: Began besieging Paris. A stiff resistance on the enemies' side.

Tuesday (Three months later): Still very stiff resistance on Paris' side. A total loss of sixty-nine men, (mostly foot-men) on our side. Hundreds of starving in Paris.

Wednesday: Paris will yield if Henry becomes Catholic.

Thursday: Henry goes alone to an Archbishop to become a Catholic. Great discontent among men.

Friday: Paris opens its gates.

Sunday: Henry attends mass.

Monday: Henry's troubles begin. Thousands come to the Palace for food. Henry feeds as many as he can and gives many plots of land round about to the people, saying that every family should have a chicken in the pot.

Thursday (Three months later): Conditions somewhat better, but we eat unripe crops very often.

Monday (Six months later): France blooming again in crops. Financial problem still complicated, but better than seven months ago.

Tuesday: 1598—King becomes very serious and goes into seclusion with advisers.

Saturday (Three weeks later): King puts out edict of Nantes giving us Protestants right to worship in our own way unmolested.

Saturday (Next): King completes Lyons, Tours, Paris canal for transporting silks woven by Italians up to Paris from the South.

Monday: King brutally assassinated. Great mourning and crying out of "The King is dead! We are lost!"

With a view to bringing home the dramatic events which marked the earlier stages of the French Revolution the following problem was assigned:

"In the study of these events keep in mind the influence of the newspapers. Imagine yourself a reporter setting up these happenings for a modern newspaper. What headlines would you give each?" The attention of the class was directed to the Source-Study connected with the McKinley "Illustrated Topics in Modern History," Topic MM 22, describing the March of the Women as reported by two contemporary news sheets. This was preceded by an introduction pointing to the appearance of large numbers of newspapers with the outbreak of the Revolution. It is interesting to note that in one or two cases these clippings were drawn upon a single sheet with the idea perhaps of giving them the semblance of actual newspaper extracts. By tenth-grade students.

FRANCE BANKRUPT

State of Finances known! Great Excitement in Financial Circles!

DEADLOCK

Deadlock in Meeting of Estates General over Method of Voting. Third Estate Want to Give Every Delegate One Vote While the Other Two Estates Want the Ancient Practice of Each Estate Casting One Vote. They Refuse to Go on Until This Is Settled.

PARIS IN UPROAR

Necker is Dismissed
Mobs Storm Stores and Cause Disturbance

TROOPS BEING GATHERED BY KING

SITUATION IS INTENSE

BASTILLE FALLS

Angry Mob Destroys King's Fortress—Kill Defenders

After a night of foraging for arms a motley crowd clad in antique armor armed with spikes attacked and captured the Bastille. The fall was followed by the killing of most of the defenders.

(*Special report to the Paris News.*)

CONSTITUTION

Constitution Finally Completed! ! !
Somewhat on the Same Plan as the American

MARQUIS DE MIRABEAU MAKES A STARTLING SPEECH

Rises in a Dead Silence and Says: "We are Here by the Will of the People and Will Only Quit at the Point of the Bayonet."

MEETING ON THE CHAMP DE MARS ENDS IN RIOT

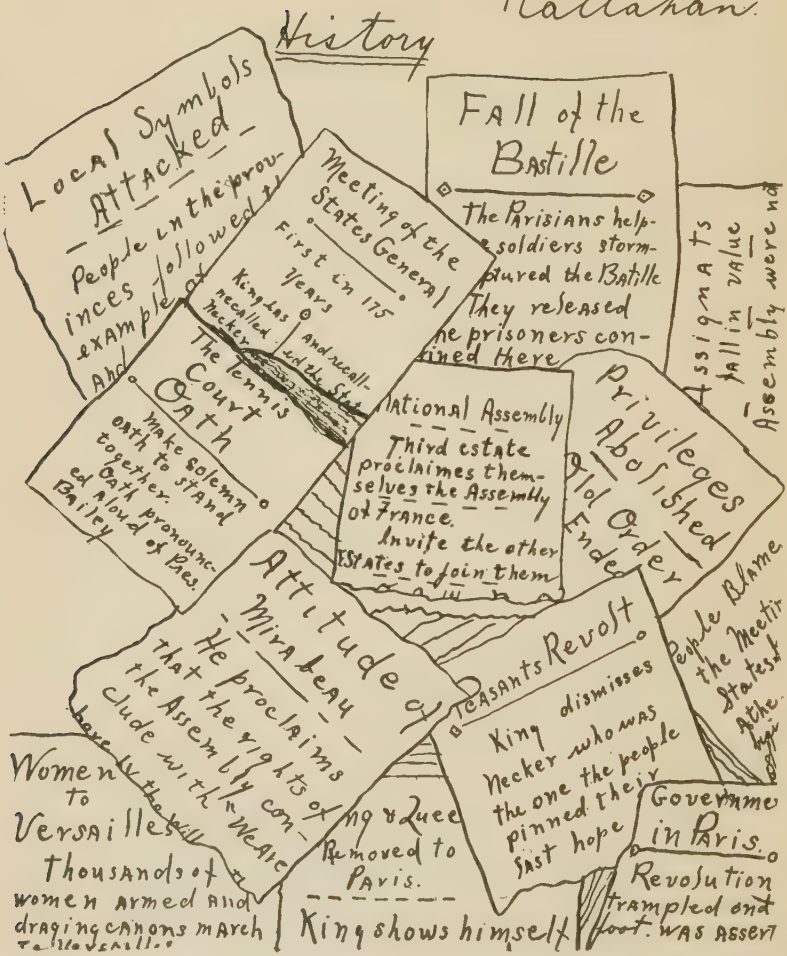
Several Killed
National Guard Called Out

Mob was Drawing up a Petition of Protest against Present Government when Riot breaks out.

ASSEMBLY ADJOURNS

Most Momentous Meeting in History of France

Less. VIII IV Maryemma Callahan.


History
Local Symbols Attacked
People in the provinces followed
Meeting of the States General
First in 175 Years
King has recalled Necker
And recalled the States
The Tennis Court Oath
make solemn oath to stand together
Oath pronounced aloud by Bailey
National Assembly
Third estate proclaimes themselves the Assembly of France.
Invite the other STATES to join them
FALL of the Bastille
The Parisians helped soldiers stormed the Batille
They released the prisoners confined there
Assignats fall in value
Assembly were
Privileges Abolished
Attitude of Mirabeau
He proclaims that the rights of the Assembly conclude with the will
Peasants Revolt
King dismisses Necker who was the one the people pinned their last hope
People Blame the Meeting States
Women to Versailles
Thousands of women armed and draging cannons March
King & Queen Removed to Paris.
King shows himself
Government in Paris.
Revolution trampled and WAS ASSERT

The problem covering the "annual report" below was as follows: "Prepare the *blank* form for a report upon the agricultural changes through which England was passing. Remember that the 'form' of the report will be fixed by the nature and kind of changes involved in this revolution. Take as your model the form of a census report or an inventory of a person's possessions. Prepare this in such a way as to give a traveller like Sir Arthur Young some idea of what to look for on a tour of inspection." The exercise was based upon Knowlton and Howe, Secs. 83–85, describing the agricultural revolution which preceded and accompanied the changes in industry. By a tenth-grade girl.

ANNUAL REPORT OF THE AGRICULTURAL INSPECTOR FOR THE YEAR 1775

Name:
Region in which inspection was made:
Subjects investigated:
Estates visited (list of tenants and laborers each employs):
No. estates given over to farming:
No. estates given over to sheep-raising:
Total no. acres inspected:
Total no. acres in cultivation.

A. Farming.
1. What method of rotation:
2. What method of fertilization:
3. What method of irrigation:
4. What method of draining:
5. What method of protection:
6. What new devices used:
7. How many people employed per acre:
8. What effort to reclaim waste land:

B. Sheep raising.
1. What methods of breeding:
2. What methods of housing.
3. What methods of protection:
4. What methods of feeding:
5. How many people employed per acre:
6. What effort to reclaim waste land:

In trying to bring out the influence of the first Napoleon on his nephew, the class made a careful analysis of the programme of each as it might be gleaned by a study of certain extracts found in McKinley's "Illustrated Topics in Modern History," Topics MM 24 and MM 27. In the first of these were found certain extracts grouped under the title, "Napoleon as He Reveals Himself in his Sayings and Writings"; the other contained some of the striking passages from Louis Napoleon's book, "Napoleonic Ideas." The following directions were given for the preparation of this exercise: "On the basis of a re-reading of Chapter VI of Knowlton and Howe and the Source Study for MM 24 prepare a statement of the programme of Napoleon I in which you outline his plans for France and for Europe as he revealed them either in what he said or did. Express this programme in the first person and prepare it in such a way as to be able to justify each one of your statements as to his aims and purposes. Prepare a similar statement of the aims and plans of Napoleon I based upon a study of the extracts from "Napoleonic Ideas" which appear in connection with the Source Study for MM 27. It is important that these statements be prepared in the order indicated. Do not on any account read the Source Study MM 27 in preparing the first version of Napoleon's programme—your own version." By a tenth-grade boy.

GEORGE McMANN

MM 24

(From Napoleon I.)

("A constitution should be short and obscure.")

"I would force the religion of the people, who give me my power, upon all the rest of the people I control, if I find it the best policy, but if I could I would try and avoid such an act."

(He wanted to gain power, so he would naturally keep in good with the people, who would give him power, but he

said, "The People need a religion," so he would not like to try and change the religion.)

"I would place France at the head of the nations of the world."

("I want to be buried among the French people, whom I love so dearly.")

I would make myself all powerful.

("My mistress is power.")

After I conquer Europe I will go toward the East. I would place myself over all Europe.

(He tried to conquer all Europe.)

I would organize a highly centralized form of government, with myself at its head.

(He did.)

I would do away with the talkers and the rationalists.

("done France more harm,—,—the talkers and the rationalists.")

I would place myself over all the world.

("I have reached the limit with my eyes, but not with work.")

I would establish a Bonaparte dynasty.

(He tried.)

I would strengthen monarchy.

("I strengthened monarchy.")

I would not place liberty in the hands of the masses.

("Liberty should be only for a few.")

I would give no real constitution to the people.

("All great reputations were gained in the East.")

I will do all I can to have religion thoroughly fixed in the minds of children.

("The people need a religion.")

I will keep in good with my army.

("Have songs composed in Paris and sent to the chief cities; these songs are to proclaim the glory the army has already won,—. These shall be sung at the dinners" [given to the troops].)

I like military glory.

(The incident at Boulogne.)

I like to work out big problems.

(He tried to work out big problems.)

MM 27

(From Napoleon III)

I love freedom.
("— and I love freedom!")
I will derive all my power from the people.
("—, since all its powers are derived from the people.")
My system is hierarchical.
"—; whilst the organization is hierarchical.")
My idea is not one of war, but of raising France to a high degree of prosperity.
("The Napoleonic Idea is not one of war.") (He strove to make France prosperous.)
I do not want to conquer.
("The Napoloeonic Idea is not one of war.")

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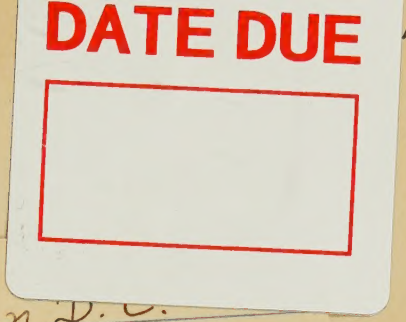

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